

Precious Ones Nursery

Austin Burke Memorial Centre, 196 Chapeltown Road, Chapeltown, Leeds, West Yorkshire, LS7 4HZ

Inspection date	12/12/2014
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a secure knowledge and understanding of how young children learn and develop. They plan stimulating activities, differentiating them to ensure challenge for more able children. This makes certain that all children make at least good progress from their starting points.
- Children develop strong attachments and good relationships with staff. This is because the key-person system is effective and information is shared with parents regularly. Consequently, children thrive because they feel safe and secure.
- Staff know and understand how to protect and safeguard children. This means that children are kept safe from harm.
- Partnerships with parents, external agencies and other providers are well established. Parents are actively supported to find out what their children are learning at nursery and are encouraged to support their learning at home.

It is not yet outstanding because

- There is some inconsistency in the frequency of observation and the identification of children's next steps when children first start, which means the nursery cannot fully ensure the quality of teaching is always of the highest standard.
- At times, staff do not always fully promote children's independence and self-help skills during daily routines, such as snack and mealtimes.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play and learning activities in all rooms and outdoors.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Kate Banfield

Full report

Information about the setting

Precious Ones Day Nursery was registered in 1992 and is on the Early Years Register. It operates from a purpose built building in the Chapeltown area of Leeds and is owned and managed by The Church of God of Prophecy. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including two with level 6 qualifications. The nursery opens Monday to Friday, from 8am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 29 children on roll, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enrich the quality of teaching to ensure it is consistently of the highest standard, for example, by ensuring the frequency and use of observation by all staff is consistent for all children and clearly identifies their next steps in learning

- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities to enable children to practice and develop their self-help skills even further, for example, by buttering their own toast, pouring their own drinks and helping to tidy away afterwards.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching and learning is good. Children are interested and keen learners, who display the characteristics of effective learning. This is because staff have high expectations of them and a secure understanding of how young children learn and develop. They know the children very well and regularly observe them. Staff establish children's starting points using information they gather from parents, in conjunction with their own six week assessment once children have started at nursery. This generally enables them to accurately plan for children's development and learning. However, on some occasions there are inconsistencies in the way staff complete this process and identify children's starting points. This slightly impacts on the otherwise high quality of teaching, as the identification of children's next steps in learning is not consistently of the highest standard. Staff use their observations to track and monitor children's progress effectively across all areas of learning and continue to keep parents fully informed about

their children's progress through daily discussions. Staff identify children's next steps in their learning in partnership with parents each term. Parents and staff then work together to identify what they need to do to help children develop further. Furthermore, parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements at home. The progress checks for children between the ages of two and three years are completed in the form of a written summary. This is discussed with parents and informs them of their children's progress in the prime areas of learning.

Staff plan interesting learning experiences, which follow children's interests and build on their prior skills and knowledge. Staff skilfully pose questions, such as 'can you find me a number eight', as they play number matching games with conkers. This encourages children to effectively recognise numbers, talk about the sequence of numbers and identify which number come before another. Children confidently talk to adults and demonstrate their understanding that if you are four, you are older than someone aged three and if you are five, you are even older and will be going to school. Staff effectively challenge the more able children by changing activities to extend their understanding. For example, staff spontaneously make number memory games, where numbers are turned over randomly. This develops children's secure understanding and recognition of numbers up to 20. In the garden, children work cooperatively as they fill bottles and buckets up with dry sand. They tell the adults when the bottle is full and half full. They take turns pouring the sand into the bottles persisting in the task they have set themselves. Staff extend and challenge their understanding by joining in and posing thoughtful questions, such as, 'how many bottles will it take to fill the bucket up'? This motivates the children to work together to find out. These experiences effectively promote children's early problem solving and critical thinking skills, as well as developing their mathematical understanding. Furthermore, children are learning to support each other and work together as a team. This demonstrates that they have the key skills for their future learning, such as school.

Staff support the development and learning of babies and toddlers very well. They regularly sing familiar songs with enthusiasm. This helps children to recognise repeated sounds and promotes their listening and attention skills very effectively. Staff make good use of spontaneous happenings to promote children's learning and development. For example, they give verbal and non-verbal encouragement to children as they pull themselves up on sturdy furniture. Staff understand how this supports their physical skills of balance and coordination, and helps them to persist and develop their walking skills. This successfully promotes very young children's sense of achievement.

The contribution of the early years provision to the well-being of children

Staff know the children and their families well and effectively support children's personal, social and emotional needs. Children develop secure emotional attachments with staff. They are allocated a key person who supports their emotional well-being and their need to feel secure and confident. Settling-in visits are provided, which are tailored to children's individual needs. This effective emotional support continues as children move into the older age groups within the nursery. The new key person receives an up-to-date summary of the child's interests and stage of learning from the previous key person. Furthermore, children are sensitively and effectively supported in their move on to school. This provides

continuity of care and supports children's emotional well-being. Staff provide drawers for children's personal items which further promotes a sense of security and belonging. Staff organise the nursery space and resources to create a stimulating environment in which children make independent choices in their learning. Good behaviour is very effectively promoted because expectations are made clear. For example, children are involved in developing the nursery rules ensuring a harmonious environment is maintained. With help from staff, they have identified key rules to ensure that nobody hurts anyone else and that kindness and good manners are encouraged. Consequently, children are beginning to take responsibility for their actions and develop the social skills that they need for future life.

Babies and children exercise and develop good coordination as they move in different ways and join in with action songs. They enjoy regular opportunities for fresh air and exercise as they play outside. They develop their physical abilities and confidence as they climb, ride bikes and kick balls in the outdoors. Children are beginning to understand the impact of exercise on their bodies as they talk about their hearts beating and explain that its beats fast when they run around. Staff encourage the children to manage risks well by supporting them to challenge themselves, particularly outdoors. They encourage children to consider what the consequence is likely to be if three children try to ride a bike at the same time. In addition, they use every day routines to reinforce messages about risk, such as, picking up toys from the floor, and holding hands when crossing the road on trips into the local community. Children show care and concern for other children when they fall over. They confidently reinforce the message about not running indoors to each other and demonstrate their understanding of how to keep themselves safe.

Good procedures are in place to promote children's health and well-being. Staff ensure that children develop good hygiene techniques by encouraging them to wash their hands at appropriate times throughout the day. The nursery employs a cook who prepares healthy, freshly cooked meals on the premises. Individual food preferences are catered for and meals are nutritious. Fresh drinking water is available at all times. Children sit with their key group at snack and mealtimes. However, on occasions children are not always given the opportunity to further develop their good self-help skills. For example, staff set the table, butter the children's toast and pour their drinks. Consequently, children's sense of independence and competence is not always fostered to the highest level.

The effectiveness of the leadership and management of the early years provision

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and understand the signs and symptoms of abuse. They know what action to take if they have any concerns about the well-being of a child. The nursery has a buzzer entry system that ensures that children are kept safe from unwanted visitors and cannot leave the premises without an adult. The recruitment and vetting of staff is robust. This includes obtaining evidence of suitability checks on staff and detailed induction programmes which means that informed decisions about staff's suitability to work with children are made. There are four staff trained in paediatric first aid. This ensures that there are always good levels of support in the event of an accident or injury. These good

practices and procedures ensure that staff are effective in their ability to maintain children's safety and security.

The manager and staff demonstrate a strong commitment to promoting improvement. The nursery has met all the recommendations from the last inspection, demonstrating their capacity to reflect and improve. The educational programme and children's progress is overseen by the manager. She is clearly aware of the strengths and weakness of her team and uses supervisions and appraisals to set targets for staff. Any gaps in staff's knowledge and understanding are identified and training needs are discussed. This supports high quality teaching and learning, and has a very positive impact on the progress that children make. The manager is keenly aware of particular influences on children's learning such as gender differences. She demonstrates her knowledge and expertise around the education of boys and reflects on her provision to effect change. She involves parents and staff in discussions about how to make superhero play more purposeful. Together they develop strategies, such as map making, and box modelling to build and make superhero cars. In addition, children design superhero puppets and take part in sewing activities to make them. Thus, staff skilfully support children's interest in superheroes and develop activities that promote all areas of learning.

The nursery uses a variety of strategies to capture parent's views about the nursery. They ask parents to complete an annual questionnaire, comment in the daily red book that is sent home each day and attend termly meetings with staff. Parents feel that the staff are friendly, nurturing and honest. They appreciate the quarterly progress reviews where they meet with their child's key person and review their children's learning. Parents comment that staff are approachable and feel that staff are good at fostering the children's friendships very well in a diverse community. They are confident that their children are happy, safe and progressing well. Links with other professionals are very good. Staff always invite teachers to visit the nursery to meet children prior to them starting school. This gives the key person and the new teacher the opportunity to discuss children's achievements and development. This ensures that the move to school is a smooth experience for children and promotes continuity in their learning. At present there are no children on roll with special educational needs and/or disabilities. Previously, staff have worked with specialists and parents on planned programmes to offer individualised support for children to enable them to achieve their potential.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	319367
Local authority	Leeds
Inspection number	868577
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	29
Name of provider	The Austin Burke Community Services Committee
Date of previous inspection	19/03/2009
Telephone number	0113 2374079 or 0113 2374287

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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