

Springwood Nursery

3 Springwood Road, LEEDS, LS8 2QA

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners have a good understanding of how children learn and provide a stimulating range of toys and equipment for children to play and explore. This means that young children develop confidence and independence as they become familiar with their surroundings.
- Children have formed strong bonds with their key person and are relaxed and feel secure. This is because practitioners successfully use information provided by parents to effectively meet children's individual care routines.
- Children are protected because practitioners have a good understanding of their role in safeguarding children.
- Leaders effectively monitor the educational programme and offer a wealth of support to practitioners through training and mentoring. For example, practitioners who are under performing are very well supported to improve their knowledge and understanding.

It is not yet outstanding because

- The use of open ended questions by practitioners to fully extend, effectively support and enhance children's thinking skills is inconsistent.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the management team.
- The inspector observed activities in the five play rooms and outside learning environment.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own survey.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Thecla Grant

Full Report

Information about the setting

New Springwood Nursery Limited was registered in 1998 and re-registered in 2012 on the Early Years Register. It operates from a converted Victorian house in the residential area of Oakwood in Leeds. The nursery serves the local and surrounding areas and operates from two floors, there is no lift to the first floor. It operates from 8am to 6pm each weekday for 50 weeks of the year. Children have access to an enclosed outdoor play area.

There are currently 58 children attending who are in the early years age group, some in part-time places. The nursery employs 18 members of staff. Of these, 16 hold early years

qualifications to level 2 and 3. One member of staff has achieved a Foundation degree in Early Childhood Studies and one has achieved the Bachelor of Arts in Early Childhood Studies.

What the setting needs to do to improve further

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

- extend ways of developing children's thinking skills for example through open ended questions

Inspection judgements

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

Practitioners effectively support babies by introducing stimulating resources to develop their movement. For example, children remain engaged for some time as they explore the wooden rings and other objects by banging them together. During the 'rhythm time' activity young children are introduced to various musical instruments to stimulate their interest in sound. As a result, they thoroughly enjoy playing the maracas, bells, triangle and drums. This means that young children's physical and creative development is progressing very well.

There is a good balance of adult directed and child initiated activities that stimulate children's interests and teach them about the wider world. Children in the three to four-year-old room learn about Chinese New Year and eagerly discuss the dragon and its role in the festival. As a result, they practise wearing the dragon costume in the garden supported by a practitioner and later develop the activity on their own. For example, they pretend that a soft animal toy is the dragon's baby. This means that children make links as they successfully engage in imaginative role play and use props to support their learning.

The quality of teaching is mostly good, because practitioners use information from children's ongoing assessments to plan activities around their interests. They help children to become aware of their own goals by paying attention to how they engage in play, and extend their language through open ended questions. Therefore, children experience a wide range of experiences whilst at the nursery. For example, the construction activity stems from children's earlier interests and they work enthusiastically together and with the practitioner to build with the large wooden bricks. Their language is supported well as they discuss what they are making and how they will be made. As a result, children build a tower, a train and other objects that interest them. However, practitioners do not always use open ended questions to fully extend children's critical thinking and imagination.

Partnership with parents is well established because there is a constant flow of information about their children's learning and development. Parents are fully involved in this and regularly share their children's interest at home through a 'weekend feedback sheet'. This means that parents are fully included in their child's learning.

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

Practitioners successfully support the well-being of children due to the robust settling in procedures. For example, when children first start to attend the nursery their key person obtains detailed information about their care routines and works closely with their parents to build positive relationships. As a result, they are aware of children's likes, dislikes and comfort items to improve the care they provide and tailor it to their individual needs. This means that children settle quickly and build strong bonds with their key person.

Children are also very well supported in their transitions between rooms. This is because visits are set up for them to become familiar with the routine and their key person. As a result, children develop a sense of belonging and meet new children and adults. This means that younger children are developing good relationships with each other and older children have formed special friendships. Further to this an exit report is written to introduce the new key person and update them of the children entering their room.

Children play very well together, older children share well and take turns without being asked, younger children are supported well by staff to do the same. All children have formed friendships with their peers. Those who are older have built strong friendships and enjoy each other's company. At meal times they all sit together and discuss their interests of the day. Children identify the foods they want, such as a cucumber and inform the practitioner serving them. Younger children are able to help themselves with finger foods set out in the centre of the table. This means that children's independence is supported well in choosing foods they like. Children also have regular opportunities to access the well thought out garden where they happily play with their friends, as they explore the tunnel, play on the sit and ride toys; and pretend to bake cakes with the sand. As a result, children are becoming independent learners.

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

Leaders are aware of their responsibility to promote the safeguarding and welfare requirements. As a result, they have chosen a designated person to take the lead responsibility in safeguarding children. A robust training programme is in place to ensure that all practitioners have a good understanding of the safeguarding procedures. This means that practitioners have accurate knowledge of how to keep children safe and what to do if they are concerned about a child or member of staff. Therefore children are protected well.

The educational programme is effectively monitored so that all practitioners are kept up to date with any changes. This is done through a two weekly planning meeting and a

teamwork meeting with each room. Further to this quarterly supervision meeting are also held for practitioners to put their ideas forward and to request if needed, resources to improve planned activities. As a result, children's progress is effectively monitored and supported. Practitioners' performance is also monitored through appraisal reviews, designed to help them to understand their job role and identify any strengths and weaknesses. Staff who are underperforming are supported well by a mentoring system and regular one-to-one sessions to coach them. This means that practitioners' professional development is very well supported, to improve their knowledge, understanding and practice.

Practitioners and parents are fully involved in evaluating the strengths and areas for improvement of the setting and well timed action plans for improvement are in place. Working in partnership with parents is important to the management team, because it builds a positive relationship between practitioners, parents and their children. Therefore, the management team have introduced a variety of ways, which effectively include parents in the nursery day. For example, the electronic system called 'parent mail,' updates parents on the nurseries news, a suggestion box and a welcome pack.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY447898
Local authority	Leeds
Inspection number	804632
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	70
Name of provider	New Springwood Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01132 659345

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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 that are usually their 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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