

# Sweet Peas Day Care & Teaching Nurseries Ltd

Link House, Ninelands Lane, Garforth, Leeds, LS25 1NT

<b>Inspection date</b>	09/01/2014
Previous inspection date	29/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The highly qualified and skilled workforce undoubtedly has a significant impact on children's learning. This includes adults' first-class interaction, their knowledge of how children learn and excellent observation, assessment and planning arrangements which meet children's individual needs.
- Children show excellent levels of motivation, curiosity and creativity as they move freely in a rich, stimulating and highly engaging child-orientated environment, which promotes high levels of independence and decision-making skills.
- Nurturing and loving relationships between children, their key person and other staff, which are formed during the exceptionally well-planned settling-in periods, ensure that babies and young children develop high levels of security and confidence in their environment.
- All parents are unquestionably encouraged to feel valued and respected as a result of the nursery's superb consultation with them about their child's care and education.
- Access to the nursery building and the two nursery rooms is stringently monitored to protect children and keep them safe. Safeguarding procedures are significantly enhanced through staff's close supervision of children and the use of closed circuit television in all childcare areas.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and care routines in the two main nursery rooms and nursery garden.
- The inspector held a meeting with the manager and provider and carried out a joint observation with the manager.  
The inspector looked at children's records of learning, planning documentation, evidence of suitability of practitioners working within the nursery and sampled a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Rachel Ayo

## Full report

### Information about the setting

Sweet Peas Day Care & Teaching Nurseries Ltd opened in 2010 and is privately owned. It operates from a two storey building, with the first floor accommodating children under the age of two years, in Garforth, on the outskirts of Leeds. It serves children of the local and wider areas and is accessible to all children. The nursery is open all year round, five days a week, from 7.30am to 6pm, excluding bank holidays. Children attend for a variety of sessions, including school-aged children who attend before and after school and during school holidays. Children are cared for in two play rooms and have access to an enclosed outdoor play area. Access to the first floor of the building is via stairs.

There are currently 136 children on roll, all of whom are in the early years age range and attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities and children who use English as an additional language.

The nursery employs 31 members of childcare staff, including the manager. Of these, all except one hold appropriate early years qualifications at level 3, six of these hold a degree in childcare or above, including two who hold a BA Honours degree in early years, the manager who has Early Years Professional Status and two who have Qualified Teacher Status. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- enhance the already highly effective provision, for example, by extending the range of open-ended and flexible natural media and materials in the baby room and outdoor environment, in order to ignite children's curiosity and imagination even further.

### Inspection judgements

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

Adults have exceptionally high expectations of themselves and children and have a comprehensive knowledge of the seven areas of learning. Consequently, they provide an extensive range of challenging and rich first-hand play opportunities across the seven areas of learning. Equal attention is given to planning for indoors and outdoors. Consequently, children take part in play experiences in differing environments, which enable them to confidently do things in different ways and on different scales. Children also take part in exciting visits to the theatre or within the local community. Staff and

children create photograph booklets of indoor and outdoor experiences, such as when they learned about the life cycle of the frog, created a role play camping area in the nursery garden or made cheese biscuits. This, alongside photograph displays, posters and examples of their artwork, unquestionably helps children to consolidate, make connections in and reflect on their learning. Activities motivate and inspire children and enable them to make their own discoveries and develop the skills they require to be ready for the next stages of learning, such as pre-school and ultimately, school. There are extremely systematic and meticulous arrangements for observing what children know and can do, assessing what this means and then precisely planning for their next steps for learning. This is reflected in comprehensive records of learning, detailed planning and monitoring documents. Consequently, play experiences are sharply focused and precisely matched to children's individual needs and stage of development, which results in children making excellent progress in their learning and development.

Staff recognise the value of following children's interests and undoubtedly reflect this in practice. This includes providing continuous access to the outdoor area to foster all children's preferred learning styles and observing displayed patterns of repeatable behaviour known as schemas, such as a fascination in rolling, transporting or rotation. This means children's natural learning is recognised and fostered superbly to help them make optimum progress. This is strengthened by first-class links with parents. For example, they have free access to their child's record of learning and are actively encouraged to contribute to this, including planning for their child's individual next steps for learning. These are discussed more formally during regular parent's evenings, development summary meetings and transition meetings, for instance. Parents are also encouraged to contribute things to topics and share children's interests from home. Consequently, there is a shared and consistent approach, which ensures children flourish and reach their full potential.

Staff motivate children and demonstrate that they have high expectations of themselves and children through their high-quality teaching. For example, as a group of toddlers in the baby room excitedly splash in the water and enjoy filling and pouring, more challenging resources, such as a funnel, are added. Staff sustain their interest superbly by exemplifying how this works and what happens when water is poured through this. Toddlers giggle and scream with delight, showing their extreme enjoyment of the activity. Children are fully enabled to explore and develop their own ideas. They investigate the corn flour with intrigue and adults skilfully intervene without inhibiting learning. For example, they question children to extend their language for thinking and introduce more complex vocabulary as they talk about what this feels like. Adults carefully observe how children play and adapt activities accordingly to support their learning. For example, older, more able children express great creativity as they print precise patterns with paint and use collage materials to create a recognisable horse, as part of the forthcoming Chinese New Year celebrations. However, younger children not quite at this stage of development, create their own representations of the animal freely. Older, more able children skilfully create patterns spontaneously using small beads, showing excellent concentration, small physical skills and an awareness of mathematical concepts.

Children are confident communicators because staff provide a language-rich environment; create many opportunities for children to express themselves and value children's

questioning, conversations and suggestions. For example, as they ask children what might happen when the colour is added to the white corn flour, children are given plenty of time to engage in open-ended thinking. Staff in the baby room help babies to link words as they talk to them about what they are doing during care routines and as they play alongside them. Babies babble in response and toddlers are forming early sentences as they string two words together in imitation. Staff support children's skills in creating and thinking critically by responding to what children are saying and doing and planning interesting linked activities. For example, after children show an interest in different animals, including bears, the ground floor room leader creates a power point to support children's learning about where different animals live. Children's interest in bears is extended to making a book about different types of bears, reading favourite stories, re-enacting these through role play and making their own porridge. Staff value linguistic diversity and listen to the voices of all children. They effectively support children who use English as an additional language, for instance, by displaying words in dual languages and obtaining basic words from parents. More able children have many opportunities to develop early skills in reading and writing through extensive print in the environment and exciting activities. For example, they eagerly join in with the 'What's in the bag' phonics activity, linking sounds and letters to different objects and delight in practising writing letters on the interactive white board. During the activity children show excellent turn-taking and listening skills.

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

All families are warmly greeted into the very welcoming nursery. Children quickly settle as they eagerly go off and play, demonstrating how at ease they are. This stems from an exceptionally strong commitment by the nursery in promoting children's personal, social and emotional development. Children develop extremely secure attachments with their key person, although, they also build positive relationships with other practitioners, who show them just as much care, love and attention. There is a superb exchange of information during the settling-in period. This includes photographs of family members being obtained alongside precise information about home routines, likes and dislikes, for example. This enables staff to provide individually tailored care and ensure that home routines are implemented with great care and sensitivity through consistent care practices that are in line with parents' wishes. Consequently, children develop a strong sense of security. They demonstrate they feel safe by readily approaching their key person or other adults for support. For example, they ask for help with fastenings and enjoy learning new skills, such as pedalling, as their key person sits behind them on the tricycle, developing their confidence and self-esteem. Transitions within the nursery and to other settings and school continue to be superbly organised, ensuring children's ongoing emotional well-being.

The first-class environment undoubtedly develops children's growing independence and cooperation and routines are flexible enough to enable children to have sustained time for concentration, engagement and extended thinking. There is an extensive range of safe, stimulating and child-accessible indoor and outdoor resources and activities. Even babies, not yet mobile, are surrounded by many toys, which they investigate with intrigue and

mobile toddlers readily access the low-level sand or water tray. Innovative equipment is used to support babies' developing mobility, such as pulling themselves to standing. For example, a small handrail is fixed to the wall with a mirror behind it, so that babies can gaze at their reflection while holding on and developing strength in their legs. There is scope to enhance the variety of open-ended natural resources, which can be combined, used and moved in different ways to allow for more flexible and imaginative play in the baby room and outdoors. Children develop an excellent sense of responsibility within care routines, managing many self-care tasks independently. For example, older, more able children readily put on their coats, needing only a little support with fastenings. They help to prepare snacks, set the tables for lunch, serve themselves and clear away their plates or bowls. Daily routines also support children's early skills in reading as they find their name on the self-registration board on arrival.

Children are highly sociable with adults and their peers because adults act as excellent role models. Babies smile at adults and unquestionably enjoy the first-class interaction and wonderful attention they receive. Staff sensitively support toddlers' early awareness of boundaries through gentle explanations and excellent distraction techniques. More able children behave exceptionally well due to being superbly occupied and are extremely cooperative, responding readily to adult's requests. Where they become a little over-excited due to their extreme enthusiasm, staff calmly remind them of certain nursery rules, such as not running indoors and the reasons why. Alongside reinforcing behavioural expectations in a positive way, this also supports children's growing understanding of how to stay safe. Visits from the fire service during community events organised by the nursery, for instance and explanations about sharp knives as staff prepare snack, undoubtedly enhances children's understanding. Staff provide ample meaningful praise and encouragement, which fosters children's self-esteem and confidence.

Children are unquestionably developing an excellent understanding of healthy lifestyles. Meals and snacks are precisely planned to meet children's individual needs and offer a superb variety of healthy, locally sourced and freshly prepared homemade food. This encourages children to make extremely positive choices about what they eat from an early age. Staff reinforce this through exciting discussions about the cucumber and carrot as they are chopped up for snack. Children are encouraged to observe and talk about the vegetable's internal patterns and learn about where food originates. Children also take part in highly engaging and imaginative first-hand activities, which consolidate their understanding. For example, they make up their own healthy lifestyle story about a lion and create associated healthy food collages. High regard is given to other aspects of children's physical well-being. For example, all age groups brush their teeth at the nursery and staff promptly notice and change toddlers' wet clothes after they have been playing in the water, feeding themselves or playing outside, ensuring their comfort. All age groups have ample fresh air, exercise and opportunities to develop confidence in their large physical skills; with free-flow access to the garden for children in the ground floor room. Children learn that physical activity is fun and clearly show immense enjoyment as adults enthusiastically join in with them during music and movement activities, projected on the large white screen as an engaging visual aid for children.

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

The provider and staff have a comprehensive understanding of their responsibility to ensure that the provision meets the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There is an exceptional commitment and dedication to inclusion and this ethos cascades down from the provider to all tiers of the staff team. Consequently, the nursery provides first-class care and education that unquestionably meets each child's individual needs. This is supported by the outstanding partnership working with parents and others, making superb use of external facilities and creating innovative resources and organising visitors, in order to enhance children's learning. Adult to child ratios in the ground floor room are well met and adults are extremely well-deployed to meet children's individual needs. Individuals are responsible for particular designated areas within their nursery room, in order to promote the efficient and safe management of children, including by ensuring good supervision levels. There are stringent recruitment and vetting arrangements, in order to safeguard children and ensure they are cared for by knowledgeable and skilled adults. For example, as part of the interview process, prospective employees are observed in practice, in order to assess their interaction and capabilities. Once employed, they are subject to an in-depth induction, which includes close mentoring and supervision and a probationary period. This ensures they are fully confident and competent to carry out their roles and responsibilities and follow the nursery's thorough policies and procedures. Safeguarding procedures are second to none with regards to child protection issues. Children are closely monitored; up to date training is provided to staff along with close monitoring of staff's understanding by management and procedures are regularly reviewed. Robust risk assessments ensure children's safety indoors, outdoors and on outings. This includes staff implementing very effective safety practices, such as dealing with accidents effectively and displaying safety signs.

There are meticulous arrangements in place for analysing and monitoring the progress of children. Consequently, those falling behind their peers or below their expected level of development are promptly identified and tackled through early intervention. This means that all children are exceptionally well supported in making progress in their learning and development. A significant aspect of the nursery's success is their superb commitment to ongoing reflective practice, resulting from an exceptional drive for improvement which is reflected in well-documented plans. This includes providing an astute and precisely targeted programme of professional development through high-quality supervision and appraisals of staff performance, with a key emphasis on the quality of teaching. Excellent use is made of additional training and ideas are positively implemented to continue to enhance the already first-class practice. The highly-qualified staff team undoubtedly contributes to the sustainment of the excellent standards of practice and those with higher qualifications are an extremely positive asset to the nursery. There is excellent consultation with staff, children and parents as part of the nursery's self-evaluation. They are not only invited to share their views about current practice, such as the nursery menus, but are asked to contribute their thoughts to new initiatives, such as the development of the nursery garden. For example, plans were shown to parents on a 3D visual video along with an accompanying letter and hand-out and more detailed

information was cascaded at a parents' evening.

There is a superb understanding by all of the extreme importance of working in partnership with parents, in order to meet children's individual needs. Parents receive high-quality information about the nursery through a welcome pack, notices, displays and regular newsletters, for instance. These complement the friendly face-to-face exchanges which take place as parents drop off and collect their children. Babies and younger children's routines are recorded in detail for parents, in order to keep them fully informed about their care and ensure ongoing dialogue about any changes to home routines. Parents express very complimentary comments about the nursery, such as, the progress children have made, the activities they take part in, communication and how children love coming to the nursery. There is highly effective partnership working with other professionals where children have special educational needs and/or disabilities, in order to ensure that all children are successfully integrated into the nursery environment and feel a strong sense of belonging. Where children attend other settings close links are held with providers, in order to promote a consistent and shared approach to children's care and education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY406850
<b>Local authority</b>	Leeds
<b>Inspection number</b>	945756
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	136
<b>Name of provider</b>	Sweet Peas Day Care & Teaching Nurseries Limited
<b>Date of previous inspection</b>	29/08/2013
<b>Telephone number</b>	01132 873388

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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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