

Inspection of Copper Beech Nursery

2 Copper Beech Avenue, Bramley, Leeds LS13 2BP

Inspection date: 1 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	GoodGood
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm, nurturing environment for children and show genuine care for their well-being. They provide support to families and have started to welcome parents back into nursery, since the restrictions due to the COVID-19 pandemic have eased. This has had a positive impact on communication with parents and promotes consistency for children. Children are enthusiastic to come into nursery and show that they feel happy and safe with staff. They are keen to explore their surroundings and begin to develop good levels of self-confidence. Staff have worked extremely hard to support children in their personal, social and emotional development and children's behaviour is very positive. For example, staff consistently praise children when they use good manners and are kind to each other. However, there are times when staff expect young children to focus on activities for too long.

Staff have high expectations for all children who attend. They talk proudly about the children they work with and know them very well. Children with special educational needs and/or disabilities have an excellent bond with their key person. They are happy, settled and begin to form relationships with other staff and children. Children who receive extra funding are supported by staff on a one-to-one basis. They make very good progress towards their individual learning goals. Gaps in children's learning are closing and they are prepared to move on to school.

What does the early years setting do well and what does it need to do better?

- The curriculum for children is interesting and exciting. Staff provide opportunities for children to broaden their experiences and build secure foundations for their future learning. For example, staff focus on helping children to become independent in their self-care from an early age. Babies enjoy using glitter and glue to develop their hand-to-eye coordination, in preparation for feeding themselves. Toddlers begin to use the toilet and staff show them how to wash their hands thoroughly. Older children are encouraged to put on their own hats and coats to play outdoors.
- Children are keen to join in with a range of experiences, which reflect their current interests. For example, young children throw coloured bean bags into hoops. They practise counting in sequence with staff and laugh when the colours do not match, making adjustments to correct this. Older children enjoy using dough to strengthen their fingers in preparation for early writing. However, some staff do not always challenge and extend children's individual learning. For example, some children count past 10 with ease and staff miss opportunities to develop this further.
- Children benefit from healthy and nutritious meals, which are cooked at the nursery. Staff encourage children to try new food. Overall, children enjoy sitting

together around the table for mealtimes. They learn about the importance of oral health. For example, young children use toothbrushes on laminated cards to practise their skills, while staff talk to them about going to the dentist.

- Staff have very close relationships with children and meet their care needs effectively. For instance, staff who work with babies know their routines for sleeping and when they will become hungry. They soothe babies who have just woken up and provide cuddles for reassurance. Older children know they can go to staff to ask for help and show confidence in their own ability.
- Children's behaviour is consistently good across the whole nursery. The environment in each room is positive and staff are excellent role models. Older children offer to share resources without support and have exceptionally good manners. Young children show an awareness of the rules and boundaries during activities. The manager has plans for staff's professional development to help them further support children's behaviour and reflect on their expectations. For instance, on occasion, staff expect children to sit for long periods of time during group times and lunch.
- The manager and leadership team have an in-depth knowledge of the local area and families who attend. They help staff to tailor their levels of support to meet as many individual needs as possible and promote equality. Parents are very happy with the care and education that their children receive. They state they 'trust this team completely and know they treat children as they would their own'. Other parents are delighted with the progress that their children have made in their communication development. They appreciate how much support they have received to help with this at home.
- The manager has high expectations for staff and children. She provides staff with a robust support structure and encourages them to take pride in their work with children. For example, each room within the nursery is led by an experienced senior member of staff, who provides day-to-day guidance and support to their team.

Safeguarding

The arrangements for safeguarding are effective.

Staff give children's safety and well-being a priority in this nursery. The manager ensures that staff are highly vigilant in identifying, recording and reporting concerns about children, in line with the local safeguarding partnership's procedures. Staff are confident to discuss the signs of potential abuse. They have a robust knowledge of a range of safeguarding topics, including county lines and the impact of domestic violence. Staff teach children how to keep themselves safe and complete risk assessments. The manager provided information to parents to help them understand the procedures during the COVID-19 pandemic and minimise the spread of infection.

What does the setting need to do to improve?

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

- make sure that staff sharply focus their teaching to help children to make the best possible progress
- enhance staff's understanding of how to support young children's behaviour, so that their expectations are not too high.

Setting details

Unique reference number	EY485672
Local authority	Leeds
Inspection number	10214314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 12
Total number of places	97
Number of children on roll	92
Name of registered person	Salvation Army Trustee Company (The)
Registered person unique reference number	RP903315
Telephone number	01132565820
Date of previous inspection	28 September 201628 September 2016

Information about this early years setting

Copper Beech Nursery registered in 2015. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who has a relevant level 5 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation of a planned activity indoors was completed by the manager and inspector. A second joint observation was completed indoors during a group activity with a room supervisor and the inspector.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

We carried out this inspection 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.

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