

Inspection of Jimbo's Community Nursery

20 Vinery Terrace, LEEDS LS9 9LU

Inspection date: 6 March 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this outstanding nursery that is at the heart of its community. Staff build positive relationships with all children. This is because they have a thorough understanding of children's needs and how young children learn. Learning is planned with high expectations for all children. Staff support children to reach the goals they set by ensuring that learning is tailored to each individual child's needs and levels of development. As a result, all children make the very best progress that they are capable of.

Staff are highly skilled at developing children's individual sense of self and social skills. Staff teach children to take turns and respect each other. They offer children choices and teach them what is expected of them. All staff are consistent in their approach in teaching children the behaviours that they expect. This gives children many opportunities to learn and practise these skills.

Staff introduce books and help children to develop a love of books and stories. Pre-school children are provided with books to share at home and choose their favourite books each day. Some children go home and talk about their favourite characters from their favourite books. They do activities at home with their parents based on the books. This is supporting children to make excellent progress in their language and communication development.

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

- Learning is carefully thought out and builds on what children already know and can do. For example, staff find out about children's prior experiences and learning when they first start. They consider what language and vocabulary children already have so that they can build on this. They focus on modelling language so that children develop a wide range of vocabulary.
- Staff provide opportunities for children to develop their understanding of important values and each other. They vote on which book they would like to read each week from a selection offered to them. They learn about each other's dietary needs. Children learn how their bodies work and develop a good awareness and empathy of others at the same time.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff know and understand their needs in detail. This helps them to ensure that they plan learning and experiences that engage children while also developing their skills. For example, children with SEND learn to follow routines and instructions using picture cards and Makaton. Children with SEND are making excellent progress alongside their peers.
- Children with emerging needs are swiftly supported through communication with parents and appropriate referrals as well as immediate intervention. Children

who have communication and language difficulties benefit from sessions that help them to develop their skills and narrow the gaps in their learning and development.

- Parents speak very highly of the staff and managers. They say communication is excellent and that they are well informed of their child's progress and next steps. They say that staff help them develop their child's skills at home. Staff send home books and stories to share and support children with toilet training. Parents say that this helps their child to be prepared for school.
- Staff report that the support for their emotional well-being is very good. Staff who require additional support for their own needs are very well supported by managers.
- The manager is tenacious and ambitious. Her high expectations ensure that her staff team delivers consistently high-quality teaching and learning for all children. She observes staff's teaching skills so that she has a clear picture of all staff's skills.
- Training is targeted depending on children's needs and any identified gaps in learning. For example, staff have received training to support children's communication and language skills. This is ensuring that staff's skills are continuously evolving to meet children's needs and contribute towards children making the best possible progress that they can.
- Funding is used effectively to support the delivery of training and wider experiences for children. This has a positive impact on the rate of progress that they make. Wider experiences are carefully thought out based on what leaders know about children and the experiences that they arrive with. This is very much linked to the provider's curriculum for children, such as developing their confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY497237
Local authority	Leeds
Inspection number	10317028
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 11
Total number of places	74
Number of children on roll	99
Name of registered person	Leeds MENCAP
Registered person unique reference number	RP901384
Telephone number	0113 2351331
Date of previous inspection	9 May 2018

Information about this early years setting

Jimbo's Community Nursery registered in 2016. The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and above, including four staff who hold a qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides specialist support for a number of children who have special educational needs and/or disabilities.

Information about this inspection

Inspector
Aimee Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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