

Prospect House Day Nurseries

Technico House, Richardshaw Lane, Stanningley, Pudsey, West Yorkshire, LS28 6AA

Inspection date

24 November 2015

Previous inspection date

17 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The procedures the management team has implemented for performance management are not effective in consistently raising the quality of teaching to good.
- The quality of teaching is variable, specifically when the older children access the outdoor area. Staff do not always plan activities effectively and engage children in challenging learning experiences.
- Partnership working with other early years settings that children attend has not been fully established. Children do not benefit from consistent support between both settings they attend.
- Some staff do not consistently use the effective methods for observing and assessing children to plan targeted and challenging activities to elevate their progress to the highest level.
- Staff working with the youngest children do not always provide a stimulating environment that keeps them motivated and interested to learn.

It has the following strengths

- Children behave well because staff implement consistent boundaries and routines. This means children know what is expected of them.
- Children are happy, settled and secure. Staff help them to develop good personal, social and emotional skills which prepare them for the next stage in learning.
- An established programme of professional development is in place to help staff to improve their knowledge, understanding and practice.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ build on methods of monitoring staff's performance and help them to identify and address weaknesses in their teaching practice	16/12/2015
■ ensure staff plan activities effectively and make the most of appropriate opportunities to become involved in older children's play in the outdoor area, thereby, promoting their achievement and engagement in activities	16/12/2015
■ share information about children's care and learning with all other early years settings they attend.	16/12/2015

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

- refine the observation, assessment and planning processes to ensure that all staff use these consistently to sharply focus on raising all children's attainment to the highest level
- review the organisation of the environment, so that the youngest children are provided with a stimulating and welcoming environment that keeps them motivated and raises their levels of engagement and achievement.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector held meetings with the management team and spoke to staff, parents and children when appropriate during the inspection.
- The inspector conducted a joint observation with the deputy manager and the training coordinator.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a good knowledge of child protection and recognise the signs of abuse that give cause for concern. Effective recruitment procedures are in place. Suitability checks are used to see if staff are appropriate to work with children. Management carry out staff supervision and coaching routinely but the impact of this is not evident in the consistency of their practice and raising the quality of teaching. This means that not all staff have the skills to fully promote children's learning. The views of staff and parents are gathered and used to identify strengths of the nursery and some areas for development. However, staff do not share information about children's learning and development with other schools that they attend. Children are not able to benefit from continuity of care when they attend more than one early years setting.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable, specifically when the older children access the outdoor area. Outdoor activities for this age group are not planned. Also, the varying abilities and interests of older children are not taken into account. Some of the children wander around and are not engaged in purposeful play or conversations with staff or their friends. Therefore, children's progress is not good. However, nearly all children are within the typical range of development for their age. Staff have a, generally, suitable understanding of each child's individual needs and learning styles. This supports them to make progress in their learning. Systems for observation, planning and assessment are in place. However, not all staff use these effective methods to consistently plan targeted and challenging experiences for the children. A particular strength of the nursery is the care and learning offered to children in the two-year-old room. Staff are motivated and engage children in a varied range of activities. For example, children join in with making marks with staff who sit on the floor with them at their level. Other children are actively engaged with staff who explore the texture and properties of glitter dough. They sensitively support children's speech and language skills through singing rhymes and listening to them when they speak. Children are becoming confident speakers who are motivated to learn.

Personal development, behaviour and welfare require improvement

Children develop close bonds with staff who are positive role models. New children settle well as staff comfort them and ensure that their needs are sensitively met. Children gain an understanding of the need for physical exercise. For example, babies are encouraged to explore their surroundings to learn about their environment. However, the organisation of the environment provided for babies does not stimulate them to remain interested or allow them to make independent choices to support their learning. Mealtimes are a sociable occasion. Staff reinforce good care practices and teach children about the importance of healthy lifestyles and how to stay safe.

Outcomes for children require improvement

Children make sufficient progress and most are working within their age range. Children are learning to socialise and develop the skills needed for the eventual move to school.

Setting details

Unique reference number	EY417553
Local authority	Leeds
Inspection number	1028122
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	135
Name of provider	Ann Margaret Speight
Date of previous inspection	17 October 2012
Telephone number	0113 345 0094

Prospect House Day Nurseries was registered in 2010. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3, 4 and 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and this includes provision for children who attend the out-of-school club. The nursery provides funded early education for two-, three- and four-year-old children.

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