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| Inspection date | 14 October 2015 |
| Previous inspection date | 7 February 2011 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Outstanding | 1 |
| 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 safeguarding policy is not in line with the relevant Local Safeguarding Children Board. In addition, staff are not fully aware of the procedures to follow if an allegation is made against a member of staff or if they have a concern about a senior member of the team.
- Children's hours of attendance are not accurately recorded.
- The quality of teaching is variable, specifically when the older children access the outdoor area. Some staff focus too much on supervising children and do not grasp opportunities to join in and extend children's play.
- Staff working with children aged between two and three years do not always provide them with sufficient opportunities to enhance their early literacy skills.

It has the following strengths

- Partnerships with parents and external agencies are strong and contribute to the ongoing developments of the nursery.
- An effective key-person system is in place and children are happy, settled and secure. Staff help them to develop good personal, social and emotional skills. Relationships between staff and babies are sensitive, responsive and stimulating.
- Children behave well and display good cooperative skills when playing together. This helps to establish good relationships with each other. Children listen carefully to adults and display a high level of understanding during daily routines.
- Staff regularly observe and assess children's progress. They use this information to plan activities to support children's next steps in learning and they make suitable progress from their starting points.

What the setting needs to do to improve further

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

| | Due Date |
|---|-----------------|
| ■ ensure the written safeguarding policy is in line with the requirements of the Local Safeguarding Children Board, including the full procedure to follow if allegations are made against a staff member, and ensure all staff are aware of this procedure | 13/11/2015 |
| ■ ensure an accurate daily record of children's hours of attendance is kept. | 21/10/2015 |

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

- encourage staff to make the most of appropriate opportunities to become involved in older children's play in the outdoor area and to promote children's achievement and engagement in activities
- review the organisation of the environment to ensure that children aged between two and three years are provided with stimulating opportunities to support their early literacy skills.

Inspection activities

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

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Management and staff have a suitable knowledge of child protection issues. All staff know what to do if they have a concern about a child in their care. Staff are less clear on what to do if they have concerns about another staff member. However, they know that this must be reported in order to keep children safe. Staff do not ensure that a written record is kept of the precise attendance time of each child. However, they monitor children's attendance throughout the session effectively to ensure children are kept safe. Rigorous recruitment and induction procedures are in place to check the suitability of all members of staff. The manager and her team have a clear aspiration to improve and their self-evaluation provides an overview of the improvements they wish to make. Management carry out staff supervision and coaching routinely. Staff access training to further enhance their practice and children's outcomes.

Quality of teaching, learning and assessment requires improvement

Staff have a generally good understanding of each child's individual needs and learning styles, which supports them to make progress in their learning. Systems for observation, planning and assessment are in place. Parents are suitably involved in their children's learning. Staff talk to them each day and discuss individual children's achievements. Staff skilfully question children during child-led activities, which encourages children to work problems out for themselves as they play. However, when children access the outdoor area, staff take on a supervisory role and miss opportunities to join in with children's play to enhance their learning. Staff support children's early literacy skills reasonably well and children have access to a selection of resources. However, the organisation of resources in the room for two- and three-year-old children makes it difficult for them to find age-appropriate toys that stimulate and enhance their early literacy skills to the highest level.

Personal development, behaviour and welfare require improvement

The key-person system is well embedded. Children receive praise and recognition for their achievements, helping to promote their self-esteem and confidence. Children develop independence and self-help skills. They are encouraged to tidy toys away and feed themselves from a young age, while older children are supported to manage their own self-care needs. Children have opportunities to be active and to engage in physical play inside and outside. Children enjoy healthy snacks and varied, nutritious and hot meals at lunchtimes. Staff support children to respect each other and provide a range of activities to teach children about families in the wider world.

Outcomes for children require improvement

Children make sufficient progress and most are working within the development band appropriate for their age. The manager and staff regularly review children's individual progress and check the accuracy of children's ongoing assessments. This helps to build an accurate picture of the progress being made by different children and to quickly identify any gaps in their learning. Children are learning to socialise and to develop the skills needed for their eventual move to school.

Setting details

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|------------------------------------|-----------------------------------|
| Unique reference number | 512735 |
| Local authority | Leeds |
| Inspection number | 848062 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 38 |
| Number of children on roll | 63 |
| Name of provider | Leeds Teaching Hospital NHS Trust |
| Date of previous inspection | 7 February 2011 |
| Telephone number | 0113 3926763 |

Clarendon Nursery opened in 1978. The nursery is managed by the Leeds Teaching Hospital NHS Trust and only provides childcare for parents who work for the trust. The nursery is open five days a week from 7.15am until 5.30pm, all year round. The nursery employs 23 members of staff. Of these, all staff hold a level 3 qualification in childcare or above. The nursery receives funding for early education for three- and four-year-old children.

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