

High Trees Nursery

Cinder Lane, Clifford, West Yorkshire, LS23 6HH



Inspection date

2 March 2016

Previous inspection date

12 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The ability of senior leaders to accurately identify the quality of practice across the nursery is a strength. Since the last inspection, leaders have improved staff supervision arrangements and are successfully embedding systems to better support and promote effective teaching.
- Planning and accurate assessment are used effectively to provide a wide range of good quality activities for children. As a result, children are motivated and eager to participate in learning opportunities and so make good progress.
- Older children are well supported by adults to develop the skills they need to become independent in managing a range of self-care tasks. For example, children are encouraged to put on their own coats to go outside.
- Staff communicate well with parents. They collect a wide range of information about what their children like, know and can do before they start at nursery. This helps their key person to plan effectively to meet the individual needs of all children.

It is not yet outstanding because:

- Systems for staff supervision, whilst improved, need time to embed in order to have an even greater impact on improving the quality of teaching.
- Staff are just beginning to use a tracking system to monitor the progress of specific groups of children. This means that the impact of any additional support provided is not yet always clearly evidenced.

What the setting needs to do to improve further

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

- embed systems for staff supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further
- continue to develop the use of the current tracker tool to more closely monitor the progress made by different groups of children, so that the impact of planned interventions is better evidenced and more clearly shows that gaps in learning are closing.

Inspection activities

- The inspector observed activities in all four playrooms as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nominated person, manager and deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures, self-evaluation and improvement planning documents.

Inspector

Jayne Utting HMI

Inspection findings

Effectiveness of the leadership and management is good

Senior leaders are extremely dedicated and committed. Together with local authority support, they have worked hard to address all areas for improvement identified at the last inspection, despite the loss of some key staff members. Time and stability is now needed to consolidate their work, embed new systems and ensure these are used consistently across the nursery in order to further improve the quality and impact of their work. New arrangements for supervision and checking staff performance has led to more consistent practice, particularly in relation to observation, assessment and planning. Leaders now monitor staff more closely and any development points are identified and tackled through targeted training and support. All staff keep a close check on the progress of individual children and provide extra support for those with identified needs, to good effect. However, systems to monitor the progress of specific groups of children are less well developed. This means that the impact of interventions for particular groups of children is not always as clearly evidenced. Policies and procedures to ensure the safety of children are regularly reviewed. This along with training and effective partnerships with others in the community, ensures that arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff offer children a wide range of exciting and challenging opportunities to learn. As a result, all children are motivated, engaged and eager to investigate the environment around them. Staff nurture babies' early attempts at communication by copying the sounds they make and repeating back single words. Older children initiate some activities themselves which are then skilfully supported by staff. For example, while building snowmen outdoors, staff prompt children to ask questions and begin to solve problems for themselves. This supports the development of essential skills for future learning. Individual learning folders are regularly reviewed, updated and shared with parents to ensure children continue to make good progress.

Personal development, behaviour and welfare are good

Children are happy, confident and independent learners due to the secure attachments they have developed with their key person. Information collected from parents ensures that daily care practices follow home routines and so support the emotional security and well-being of the youngest children well. Outdoor activities encourage older children to take risks and challenge themselves through a variety of apparatus and resources. Gentle reminders about nursery rules are immediately adhered to, and children play and share happily together. Children move up through nursery and on into school with confidence. This is because staff take effective steps to ensure children are well prepared for this.

Outcomes for children are good

Improvements to planning and assessment have ensured that practitioners are now tailoring experiences and interactions more precisely to meet children's needs. Staff can demonstrate that they have liaised with parents and other relevant professionals, ensuring any gaps in learning are swiftly identified and narrowed. Consequently, all children make good progress in their learning and are consolidating new skills more effectively.

Setting details

Unique reference number	EY216701
Local authority	Leeds
Inspection number	1031704
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	84
Number of children on roll	94
Name of provider	Edward Moore
Date of previous inspection	12 March 2015
Telephone number	01937 541020

High Trees Nursery was registered in 2002. The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including three with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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