

# Elland Day Nursery

Northgate, Elland, West Yorkshire, HX5 0RU



## Inspection date

17 March 2016

Previous inspection date

30 November 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:

- Children's hours of attendance are not accurately recorded throughout the nursery.
- The provider has not ensured that all the staff understand the safeguarding policy and procedures. Specifically, 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.
- The systems for observation, assessment and planning are not fully effective. Staff do not consider the individual needs, interests and stages of development of each child. In addition, staff working with the youngest children do not fully consider the importance of concentrating on the prime areas to support their learning.
- The manager does not regularly monitor children's progress, in order to identify individual children, or groups of children, who may not be achieving at the expected level.
- Staff working with older children over-direct them during writing activities. This does not fully promote children's early writing skills.

### It has the following strengths

- An effective key-person system is in place. Children throughout the nursery 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's behaviour is well managed by staff. For example, they are good role models and talk situations through to help children manage their own behaviour.
- Partnerships with parents and other settings are well established and successfully provide continuity in children's care and learning.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:**

	<b>Due Date</b>
■ ensure that an accurate daily record of children's hours of attendance is kept	17/04/2016
■ ensure that all staff know the correct 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	17/04/2016
■ develop the use of observations to assess children's progress and plan realistic, challenging activities and experiences to interest, motivate and engage them in their learning and to ensure they make good progress in the prime and specific areas of learning	17/08/2016
■ develop procedures for monitoring children's progress to identify individuals and groups of children who may benefit from additional or targeted support so that all children make the best possible progress.	17/09/2016

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

- provide more opportunities for children to express their individuality in writing activities.

**Inspection activities**

- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with both of the registered providers and the nursery manager.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at a sample of children's assessment records and planning documentation.

**Inspector**

Amanda Forrest

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Risk assessments and rigorous recruitment and induction procedures are in place to check the suitability of all members of staff. The management team and staff have a suitable understanding of how to recognise signs of abuse. However, staff are unsure of the correct procedure to follow or where to find the relevant information if they have a concern about a colleague or if an allegation is made against a member of staff. In addition, daily registers do not include children's hours of attendance, which compromises their safety in the event of an emergency. The manager and her team have a clear aspiration to improve and their self-evaluation, generally, provides an overview of the improvements they wish to make. The management team carries out staff supervision and coaching routinely. Staff hold an appropriate range of childcare qualifications and access training to further enhance their practice and improve children's outcomes.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. The monitoring and tracking of children's progress are inconsistent. Although staff make regular observations of children's play, they do not use these to plan appropriate challenges to extend children's learning. In addition, staff working with the youngest do not focus on developing children in the prime areas of learning. Staff interact with children in their play and ask appropriate questions to prompt their thinking and support their communication and language skills. Staff use appropriate strategies to prepare children for school, for example, children take home library books weekly. Staff teach older children letter sounds to develop their early reading and literacy skills. Staff further extend these activities by providing a range of writing resources. However, staff over-direct children during writing activities. This means that some children quickly lose interest and the confidence to write independently.

### **Personal development, behaviour and welfare require improvement**

Some of the record-keeping does not underpin the safe and efficient management of the setting. Children form secure and positive relationships with staff. Staff successfully promote children's self-esteem as, for example, they offer meaningful praise for their efforts and achievements. Staff promote healthy lifestyles well. For example, children enjoy eating a range of nutritious foods and they undertake physical exercise daily. Staff encourage children's independence at mealtimes as they learn to feed themselves and to undertake simple care practices. Children learn about the wider world around them. Staff take time to teach the children about different festivals and celebrations.

### **Outcomes for children require improvement**

Children make satisfactory progress and most are working within the development band appropriate for their age. However, the manager and staff do not regularly review individual children's, or groups of children's progress, and check the accuracy of ongoing assessments. This means that gaps in some children's attainment are not always swiftly addressed and additional support is not put in place in a timely manner. Children are learning to socialise and to develop the skills needed for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY287489
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	848734
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Little People (Elland) Ltd
<b>Date of previous inspection</b>	30 November 2011
<b>Telephone number</b>	01422 370818

Elland Day Nursery was registered in 2004. It is open each weekday from 7.30am to 6pm for 51 weeks per year. There are two owners and 13 members of staff, all of whom hold appropriate early years qualifications to at least level 2. Four members of staff are qualified to degree level, one of whom has achieved Early Years Professional status. The setting provides funded early education for two-, three- and four-year-old children.

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