

<b>Inspection date</b>	8 June 2016
Previous inspection date	5 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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:

- Precise next steps for children's learning are not consistently identified by the staff. Staff do not always effectively use children's next steps to inform planning in order to help the children to make the best possible progress.
- The organisation of the daily routines disrupts some children and has an impact on their learning and motivation. This is particularly the case for the oldest children and the toddlers.
- Staff do not support the oldest children to listen to each other or to demonstrate the positive behaviour that is expected of them well enough during large-group times.
- The key-person system in the toddler room is not always effective. Children do not always benefit from care which is tailored to their unique needs. This means that there are times when the children have to wait for their individual needs to be recognised and responded to.

### It has the following strengths

- Partnerships with other professionals are well established. Children who have special educational needs or disability are supported well.
- Children are well mannered, kind and often display good cooperative skills when playing together. Staff are positive role models and they effectively manage younger children's behaviour.
- The staff team is well qualified. They are enthusiastic and they work well together. They are keen to develop and promote children's learning further.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure the next steps for children's learning are consistently identified, sharply focused and used effectively to inform future learning, in order to help children make the best possible progress	04/07/2016
■ ensure the daily organisation and routines for the toddlers and the oldest children do not disrupt the quality of their learning experiences, or affect their motivation to learn.	04/07/2016

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

- support children more effectively during large-group times with learning how to listen to others and demonstrate the positive behaviour expected of them
- enhance the effectiveness of the key-person system in the toddler room to ensure that staff are consistently responsive to children's unique needs.

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed joint observations with senior staff.
- An inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Estella Champion and Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibility to follow the correct procedures if they have concerns about children's welfare. The new senior management team for the nursery understands the areas that need to be improved. They demonstrate aspiration and have plans to make the necessary improvements. However, these have not yet been implemented. The management uses safe recruitment and induction procedures and carries out staff supervisions routinely. Staff are invited to share their views. Parents are effectively involved as children settle into the nursery and when children prepare to move rooms or move on to school.

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

Staff make regular observations of children's play and learning. However, they do not consistently use these to identify clear and specific next steps for children's learning. Therefore, they do not always plan challenging teaching and learning activities that are well-matched to children's needs. Teaching in the baby room is strong when staff play closely with the babies, watch what the babies are interested in and give further ideas and resources to extend their play. Staff working with older children use their questioning skills well. Children are given opportunity to refine and explain their ideas. However, the organisation and routines impact on some children's learning. The oldest children and the toddlers are, on occasion, hindered by interruptions to their play. They spend time waiting for staff to move them to a new area or to organise a different activity. This has an effect on some children's motivation and level of involvement.

### Personal development, behaviour and welfare require improvement

The nursery environment is welcoming and maintained well. The different play areas are resourced with age-appropriate toys and activities. Children appear confident and approach adults for support. Older children learn about healthy lifestyles. They make choices about snacks and they serve themselves appropriate sized portions at mealtimes. Children have access to outdoor play each day and enjoy the use of an indoor soft-play area, where they can develop their balancing and climbing skills. However, in the toddler room the key-person system is not effective enough to ensure that individual children's care needs are routinely identified and responded to. For example, after lunch, the few children who do not have a sleep are expected to wait until other children are asleep, before their needs are attended to.

### Outcomes for children require improvement

The quality of the teaching in the nursery is variable. Children are generally making the progress expected of them, but are not consistently supported to make the very best possible progress. For example, during large-group time in the pre-school room the staff spend too long trying to organise the children and are not effective in ensuring children are listening to others and demonstrating the positive behaviour expected. Children usually demonstrate friendly behaviour to others and they learn to share and negotiate. They develop many of the key skills they need for starting school, such as writing their name and enjoying reading books together.

## Setting details

<b>Unique reference number</b>	501898
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869147
<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 - 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	210
<b>Name of registered person</b>	Kindercare (Harrogate) Limited
<b>Registered person unique reference number</b>	RP910667
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	01423 2755891

The nursery was registered in 1999 and is situated in the Headingley area of Leeds. It is one of a chain of 59 nurseries run by the same company. The nursery employs 44 members of childcare staff. Of these, 38 hold appropriate early years qualifications at level 3, two hold level 4, one holds level 5 and one has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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