

New Beginnings at Park Spring

Park Spring Primary School, Wellstone Avenue, Leeds, LS13 4EH



Inspection date

15 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leadership and management are inadequate. The provider does not ensure that there is a suitably skilled and experienced deputy in charge in the manager's absence.
- Staff have a limited understanding of how to develop next steps in learning for children.
- Staff do not provide parents with a short written summary of the progress check for children aged between two and three years.
- Some children are not assigned a key person, specifically in the room for older children.
- There are no supervision arrangements in place. The manager does not ensure staff have suitable training or professional development opportunities to help them improve their knowledge and skills.
- Staff do not obtain enough information from all the settings that children attend. This means they cannot further build on what children are learning there.

It has the following strengths

- Staff are friendly and warm. They are good role models and children's behaviour is managed appropriately.
- There is a range of stimulating resources for all children to choose from. Resources are well maintained and easily accessible. This helps children develop their independence skills.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that the deputy manager is suitably competent and capable to take charge in the absence of the manager 	30/08/2016
<ul style="list-style-type: none"> ■ improve staff's understanding of how to support children's next steps in learning 	30/08/2016
<ul style="list-style-type: none"> ■ provide parents with a written summary of their child's progress check for those children aged between two and three years 	30/08/2016
<ul style="list-style-type: none"> ■ ensure that the key-person system is effective in offering a settled relationship for children, so that their care is tailored to meet their individual needs 	30/08/2016
<ul style="list-style-type: none"> ■ put appropriate arrangements in place for the supervision of staff to ensure that appropriate support, coaching and training are available. 	30/08/2016

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

- obtain more information from all settings that children attend and enable staff to further complement children's experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with an acting deputy manager.
- The inspector held a meeting with the two acting deputy managers. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents during the inspection and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is inadequate

Leadership and management are inadequate. The provider does not ensure that there is a suitably skilled and experienced deputy in charge in the manager's absence. This places children at risk. Arrangements for staff supervision and for meeting their training needs have not been established to further improve practice. Safeguarding is effective. Staff clearly understand what action to take if they have a concern about a child. They make appropriate use of risk assessments to help ensure children are kept safe in the setting. Recruitment and vetting procedures are followed to check the suitability of all staff working with children. All policies are appropriately kept and accessible to practitioners and parents if requested. The provider has started to review her provision to help her identify and make improvements. Links with other settings to build on children's learning experiences have yet to be fully established. Parents speak positively about the setting.

Quality of teaching, learning and assessment is inadequate

Staff complete regular observations and assessments of the children. However, they do not know how to use this information to develop children's next steps in learning. Staff set unrealistic next steps for them. This means that learning happens by chance and children do not make enough progress. Staff complete the required progress check for children between two and three years. However, these are not shared with parents at the appropriate time. Staff support children's language development appropriately. They speak clearly and repeat key words and phrases. Children are given choices in their play. For example, the staff ask children which bowl they would like at breakfast time and what activity they would like to do next.

Personal development, behaviour and welfare are inadequate

Children's well-being is compromised as the provider has failed to implement an effective key-person system in the older age group. This is particularly evident when there is a change in staffing and during holiday periods. This means that children's learning and care are not tailored effectively to meet their individual needs. This has a negative impact on their emotional security. Children's health is promoted. There are opportunities for children to develop an understanding of healthy lifestyles. They are given balanced meals and water to drink. They are provided with opportunities to develop their physical skills and enjoy energetic play outside on a daily basis. Children are helped to gain some knowledge and understanding of diversity and enjoy a range of activities and resources.

Outcomes for children are inadequate

Weaknesses in sharing information and staff's understanding of supporting children's next steps in learning significantly impact on the outcomes for children. This means children are not supported to make the best possible progress. However, they are developing some of the basic skills they need for their future learning. For example, they develop their mathematical skills as they count and identify shapes. Children are supported to become independent. They access resources to develop their play, feed themselves at mealtimes and begin to understand simple care routines.

Setting details

Unique reference number	EY485760
Local authority	Leeds
Inspection number	1013137
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	26
Name of registered person	Lilyrose Ventures Ltd
Registered person unique reference number	RP907089
Date of previous inspection	Not applicable
Telephone number	0113 256 3382

New Beginnings at Park Spring was registered in 2015. The nursery currently employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except bank holidays. Sessions are from 7.30am until 6pm.

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