

New Beginnings at Park Spring



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

Inspection date 30 January 2017
Previous inspection date 15 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team has a clear drive for improvement and has addressed the action and recommendations raised at the last inspection. All staff are fully committed to the ongoing development of the nursery.
- Staff use information gathered from observations to make accurate assessments of children's learning. They provide children with a wide range of activities and learning experiences that helps them to make good progress.
- The key-person system is effective. All children demonstrate good levels of confidence, showing they feel safe and secure in the nursery. They receive plenty of attention, affection and praise. This supports their emotional well-being successfully.
- Children benefit from playing with a wide range of clean, high-quality resources. Toys are stored so they are easily accessible to children to help them to develop their independence.

It is not yet outstanding because:

- Since the last inspection, a process for staff supervision sessions has been implemented. However, these do not yet focus precisely enough on the monitoring of staff's practice in order to raise the quality of teaching to an outstanding level.
- Staff do not always gather detailed information from parents about children's achievements, interests and learning at home on an ongoing basis.
- While partnerships with other providers are emerging they are not yet robust enough to ensure that comprehensive information is exchanged to fully support the learning of children attending more than one setting.

What the setting needs to do to improve further

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

- evaluate and monitor more precisely how staff can extend their teaching skills, in order to raise the quality of teaching to an even higher level for all children
- strengthen ways to help parents share what they know their child can do at home on an ongoing basis to help with activity planning
- enhance links with other settings that children attend to ensure that comprehensive information is shared to fully support children's learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment procedures are implemented and staff are fully checked and vetted. Staff are trained well in child protection issues and know how to report concerns about a child's welfare. Risk assessments are used successfully to minimise potential hazards and security and safety are given high priority. This helps to ensure that children are safe and protected from harm. The monitoring of individual and groups of children's learning is effective in quickly identifying any children needing further support. Staff are actively encouraged to attend training courses. This helps to further enhance their knowledge, skills and understanding, which in turn benefits children. Staff use self-evaluation well to monitor the quality of the nursery and accurately identify areas for development.

Quality of teaching, learning and assessment is good

Most staff are well qualified. Children are motivated to learn and thoroughly enjoy the interactions they have with staff and other children. Staff place a strong emphasis on supporting children to acquire language and communication skills. They speak clearly and repeat key words and phrases. This helps children to develop these skills well. Staff provide good opportunities to help children to explore their creative ideas as they play. For example, children use their imaginations as they use props to support role play. Staff encourage children to count, identify shapes and categorise items by colour. This supports children's mathematical development well. Children's achievements are celebrated and recorded in individual files. They provide a clear picture of how they are improving over time.

Personal development, behaviour and welfare are good

During settling-in sessions staff gather information from parents about children's care, medical needs and learning. This helps them to provide a tailored experience for children right from the start of their time in the nursery. Staff help children lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. They enjoy freshly prepared, nutritional food each day. Meals are cooked on site and take account of children's individual dietary needs. Fresh drinking water is freely available. Staff are good role models and manage children's behaviour effectively. Staff are calm and praise children appropriately throughout the session.

Outcomes for children are good

All children make good progress in their learning, given their starting points. Children are enthusiastic and well motivated to learn and are developing key skills. Children welcome regular opportunities to share and listen to a story and join in enthusiastically with rhymes. They display high levels of engagement and interaction. For example, they observe the change as liquid is added to cornflour and use words to describe the texture. Children are encouraged to be independent and manage their own personal needs. For example, children wash their own hands before eating. These skills successfully prepare children for their eventual move on to school.

Setting details

Unique reference number	EY485760
Local authority	Leeds
Inspection number	1071971
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	21
Name of registered person	Lilyrose Ventures Ltd
Registered person unique reference number	RP907089
Date of previous inspection	15 August 2016
Telephone number	0113 256 3382

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

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