

High Trees Nursery

Cinder Lane, Clifford, West Yorkshire, LS23 6HH



Inspection date

17 July 2017

Previous inspection date

2 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Overall, the arrangements for safeguarding children and promoting their welfare and learning are not good enough and the provider's knowledge of changes that must be notified to Ofsted is weak.
- Staff fail to consistently record children's attendance to help keep them safe, particularly in the event of an emergency.
- At times, staff are not deployed effectively to supervise the youngest children and the key-person system is not effective in ensuring that children's care and learning are tailored to their individual needs.
- The new manager has not had enough time to implement effective procedures to ensure there is clear communication with all staff or to effectively monitor staff performance and the progress children make.
- Staff do not consistently make accurate assessments of children's ongoing progress. Therefore, they are unable to plan activities that challenge and support children to make good progress.

It has the following strengths

- Staff provide parents with information about their child's day, which they find useful.

What the setting needs to do to improve further

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

	Due Date
■ maintain an accurate record of the hours that each child attends at all times	07/08/2017
■ implement a more effective key-person system to ensure that every child's care and learning are tailored to meet their individual needs	07/08/2017
■ make sure staff are consistently well deployed to supervise the youngest children, meet their needs and ensure their safety	07/08/2017
■ develop effective procedures for monitoring children's progress and staff performance to help drive improvement and ensure high standards are consistently maintained	07/08/2017
■ develop knowledge and understanding of changes that must be notified to Ofsted	07/08/2017
■ improve assessment of children's learning and the planning of activities so that all children enjoy a wide range of stimulating experiences based on their individual needs, interests and stage of development.	07/08/2017

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 to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the 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 and carers during the inspection and took account of their views.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Poor staff deployment means, at times, appropriately qualified and trained staff do not supervise the youngest children in order to meet their individual needs. However, staff-to-child ratios throughout the nursery are monitored and maintained at a suitable level. Staff are aware of the procedures to follow if they have concerns about a child's welfare. However, some staff do not accurately record the times children arrive and do not update this record promptly enough. Additionally, the provider does not have a secure knowledge of changes in the setting that must be notified to Ofsted. Complaint procedures are in place. Complaints are investigated and timely responses provided. The new manager is a strong and experienced leader. She is working hard with the provider and the staff team to prioritise areas for improvement. There are clear action plans with appropriate timescales for identified improvements to be made. However, although the manager has started to provide staff with some professional development through supervision, she is not yet effectively monitoring the quality of the provision, staff practice or children's progress.

Quality of teaching, learning and assessment requires improvement

Some aspects of teaching are not strong enough to help children make good progress over a sustained period. Variations in the way ongoing assessments are conducted make it difficult for staff to accurately assess and measure children's progress. They are not effectively identifying or planning for children's next steps to promote their learning through challenging activities. Nevertheless, staff are preparing to implement a new approach to planning for children's learning. This is more spontaneous and responsive to children's individual needs and interests. Most staff use their experience to guide children's learning. They follow children's lead and know how to extend their ideas; for example, when the most able children use tyres, crates, tubes and hoops to design and build in the outdoor play area. All children's imaginative skills are suitably supported.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are not consistently well promoted. Some care practices are not effective as they do not support children's emotional well-being or consistently meet their needs. For example, key persons are not always available to comfort children who are upset or to support their ongoing learning. Staff manage children's behaviour in an appropriate way and provide them with positive praise. Children eat balanced and nutritious meals cooked on the premises. Accident and medication procedures are effectively followed and records maintained. All children enjoy outdoor play where they run, climb and explore, testing their physical skills.

Outcomes for children require improvement

Gaps in the assessment and planning process do not ensure children make consistently good progress. Nevertheless, children show an enthusiasm for learning. They make their own choices about their play and are supported with their communication, language and physical development. Children grow in confidence and learn to be independent, which helps to support their readiness for school. Transition arrangements are in place to

provide children with a smooth move on to the next stage in their learning. Children show developing skills during group activities; for instance, when they listen, count and share their ideas and thoughts.

Setting details

Unique reference number	EY216701
Local authority	Leeds
Inspection number	1108401
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	88
Number of children on roll	85
Name of registered person	Edward Andrew Moore
Registered person unique reference number	RP910918
Date of previous inspection	2 March 2016
Telephone number	01937 541020

High Trees Nursery registered in 2002. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including one with early years professional 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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