

Inspection date	19 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Children's safety and welfare are not assured. Staff do not carry out effective risk assessments to ensure that safe practice is maintained at all times. This relates to nappy changing, pre-school children's use of physical apparatus, the baby room environment and the security of the nursery.
- Some staff do not understand child protection issues to safeguard children.
- Staff deployment does not meet the needs of children aged under two years.
- Staff do not assess children's progress effectively. Consequently, they are unable to identify and plan for children's next steps in learning. Children do not make sufficient progress, including those who speak English as an additional language.
- Staff do not always manage children's behaviour effectively or reinforce their understanding of expectations.
- Staff's practice is not effectively monitored in order to drive improvements and address specific training needs. This reflects in weak and inconsistent teaching.
- Staff do not always share information with parents about children's development or involve them well enough in children's learning.

It has the following strengths

- Children over two years of age enjoy moving freely between indoors and outside, benefitting from ample fresh air and physical activity.
- Managers and staff work closely with other professionals to support children who have special educational needs and/or disabilities.

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:

	Due Date
■ take all reasonable steps to prevent unauthorised persons entering the nursery	02/08/2017
■ ensure that any risks to children's safety are identified and minimised, with specific reference to nappy changing procedures, children's use of physical apparatus and trip hazards in the baby room	02/08/2017
■ ensure that staff are trained to develop their knowledge and understanding of safeguarding issues, in order to be able to identify signs of possible abuse or neglect, and to be alert to any issues of concern in the child's life at home or elsewhere at the earliest opportunity, and know how to respond in an appropriate and timely way	02/08/2017
■ ensure that qualification requirements and staff-to-child ratios are maintained at all times in the baby room, and that staff have suitable experience of working with children aged under two and have received training that specifically addresses the care of babies	16/08/2017
■ ensure children's behaviour is managed in an appropriate way	02/08/2017
■ ensure that staff accurately observe and assess children's progress, identify gaps in children's learning and any areas where they require additional support, and use this information to plan challenging and appropriate activities that are matched to each child's individual needs	27/08/2017
■ ensure that children whose home language is not English are identified and take reasonable steps to enable them to develop a good standard of English and use their home language in their play and learning	02/08/2017
■ supervise and monitor staff in order to swiftly identify inconsistency in practice, tackle underperformance and identify development needs, and ensure that policies and procedures are implemented at all times	30/08/2017
■ ensure that parents are kept up to date with their children's progress and involved in supporting children's learning and development at home.	16/08/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors in the nursery 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, deputy manager and one of the early years teachers supporting the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers do not check the provision well enough to ensure that all statutory requirements are met. The new management team has identified some weaknesses and is working to develop an action plan to address these. However, this has not been implemented swiftly enough, meaning that key weaknesses in practice remain. The performance management of staff is not effective. They do not receive helpful feedback or specific training and mentoring. This means that the quality of teaching is not improving quickly enough. Safeguarding is not effective. Despite undertaking training, some staff are unable to identify possible signs of abuse or neglect, or indicators that children may be at risk of harm from extreme behaviours and views. Risk assessments are not effective. Unauthorised persons are able to gain access to the nursery through the open windows to the side of the building. Staff do not always supervise pre-school children's use of physical apparatus. Resources left on the baby room floor cause a trip hazard. Leaders and managers do not take all necessary steps to keep children safe during nappy changing and staff are not always within sight or hearing of other adults. The correct adult-to-child ratio is not always maintained in the baby room. There are times when there is no staff member in that room who is qualified at level 3, as required.

Quality of teaching, learning and assessment is inadequate

Despite the majority of the staff having relevant qualifications, the quality of teaching is poor and inconsistent across the staff team. Staff fail to accurately monitor children's progress. The planning for children's next steps does not ensure that they have suitable levels of challenge and that they make the progress they should. Staff do not precisely identify gaps in children's learning or determine and secure intervention quickly enough where children's progress is less than expected. As part of this, staff do not always know which children speak English as an additional language, in order to provide them with appropriate levels of support. Parents are not well informed about children's progress, what they need to master next, or how they can support learning at home. Staff in the baby room lack sufficient experience and training. This has a negative impact on the quality of provision for this age group. Staff fail to motivate and sustain the interests of the most able toddlers. Care routines are rushed and staff do not interact effectively with toddlers as they play. Well-organised activities and resources are used effectively to engage children aged over two years in independent learning. However, staff do not make the most of opportunities to build on children's learning and extend their thinking skills.

Personal development, behaviour and welfare are inadequate

Children's safety is compromised because of the weaknesses identified in leadership and management. Overall, children display positive behaviour. However, on occasions, they do not respond to staff's requests and staff fail to manage such situations appropriately, to reinforce children's understanding of behavioural expectations. Staff plan a gradual settling-in process for children, in consultation with parents, which helps to foster children's emotional well-being. Subsequently, they appropriately support children's transition to a new room or their move on to school. Staff exchange information with parents about children's daily care routines. They work closely with parents to follow

specific support plans for children who have special educational needs and/or disabilities. Children enjoy freshly prepared meals, which contribute to their physical well-being.

Outcomes for children are inadequate

Not enough children are working within the range of development that is typical for their age, given their starting points, due to the weaknesses in assessment, planning and teaching. Children are not well prepared for school. Despite this, children are sociable and independent. They enjoy doing things for themselves, such as serving their own lunch and pouring drinks.

Setting details

Unique reference number	EY539477
Local authority	Leeds
Inspection number	1073304
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	90
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	Not applicable
Telephone number	0113 2427050

City And Holbeck Nursery registered in 2016. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications, five at level 2, 12 at level 3 and one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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