

High Trees Nursery

Cinder Lane, Clifford, West Yorkshire, LS23 6HH



Inspection date

29 November 2017

Previous inspection date

17 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- The manager does not have a targeted programme for staff training and professional development that focuses precisely on raising the quality of teaching and learning. She does not monitor staff's practice rigorously enough, to improve the quality of teaching sufficiently overall.
- Staff do not always successfully engage and involve children in purposeful play. Activities are not always challenging enough to help support what individual children need to learn next. Children do not make the progress, of which they are capable.
- Staff do not make the most of opportunities to promote children's communication skills.
- Staff do not consistently provide opportunities to promote children's independence skills.
- Staff do not consistently encourage parents to contribute information to children's ongoing learning and assessment.

It has the following strengths

- The manager and local authority adviser have set plans to help address some improvements needed. For example, they now review the progress that children are making overall, to help identify and address gaps in children's learning.
- Children develop close relationships with the staff and settle well in the nursery. This helps to promote children's confidence and emotional well-being effectively.
- Children have opportunities to develop their physical skills. For example, they spend plenty of time outdoors where they enjoy climbing, running and balancing.

What the setting needs to do to improve further

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

	Due Date
■ identify and provide appropriate training and professional development opportunities for staff, and monitor the impact of these on staff practice to help improve the quality of teaching and learning further	15/12/2017
■ ensure staff plan for purposeful play and provide challenging activities that effectively meet children's next steps in learning and support all children to make good progress.	15/12/2017

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

- make better use of opportunities to promote children's language and communication skills effectively
- provide more opportunities to help promote children's independence skills successfully
- encourage parents to contribute information to children's ongoing learning and assessment to help promote continuity in children's development.

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 manager for the setting.
- The inspector held a meeting with the nursery manager and provider and discussed self-evaluation. She looked at relevant documentation such as, staff training records and supervision forms, children's assessment files and a selection of policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has made some improvements and addressed some weaknesses identified at the last inspection, for example, she has introduced a system for staff supervisions. However, this is in its early stages and is not fully effective in monitoring staff practice. Consequently, the quality of teaching has not improved sufficiently, overall. Staff attend some professional development opportunities, however these are not sharply targeted towards raising the quality of teaching and learning. For example, some staff are unsure how to best support children who need help with their speech development. Safeguarding is effective. Staff check the environment to identify and minimise any possible risks to children. The manager and staff have a suitable knowledge of child protection issues. They understand what action to take if they are concerned about the welfare of a child in their care.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. For example, staff do not always engage children in conversation during play. They do not consistently promote key early language, for example, while babies are exploring the properties of flour with water. Older children use their imaginations as they pretend to be at the hairdressers and spend time creating models with wooden bricks. Staff observe children's play and identify what learning is taking place, such as mathematical development. However, they do not always target planned activities sufficiently towards what individual children need to learn next. Overall, staff keep parents informed of their child's progress, including through discussion or daily diaries. However, staff have not successfully engaged parents to contribute their own information consistently to ongoing learning and assessment.

Personal development, behaviour and welfare require improvement

Staff do not consistently provide opportunities to help develop children's independence skills further. For example, children do not always have the chance to attempt a new skill before staff do it for them. However, staff promote good manners, such as encouraging children to sing a 'please and thank you' song at mealtimes. Children generally behave well, however because staff do not always engage them effectively they sometimes lose concentration or motivation during activities. Staff support babies during care routines, for example, staff sensitively support children to sleep.

Outcomes for children require improvement

Staff do not always closely match activities to children's individual needs and therefore do not provide enough challenge to keep children interested and engaged. However, children develop some skills in preparation for school and their future learning. For example, they use pine cones and sticks in water outdoors to practise making marks. Older children sort objects according to their colours and practise counting aloud.

Setting details

Unique reference number	EY216701
Local authority	Leeds
Inspection number	1109607
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	56
Name of registered person	Edward Andrew Moore
Registered person unique reference number	RP910918
Date of previous inspection	17 July 2017
Telephone number	01937 541020

High Trees Nursery registered in 2002. The nursery employs 12 members of childcare staff. Of these, 10 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.

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