

Bardsey Nursery Group

Callister Hall, Woodacre Lane, Bardsey, Leeds, West Yorkshire, LS17 9DN



Inspection date

16 May 2018

Previous inspection date

19 June 2015

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

- The provider does not ensure there is always someone with a valid paediatric first-aid certificate on the premises when children are present.
- Leadership and management is weak. The provider fails to ensure they have a secure safeguarding knowledge and that staff are provided with suitable training to understand and implement their legal responsibilities in regard to all aspects of child protection.
- Staff do not suitably assess children when they start or regularly track children's development well enough to help identify the most effective next steps in their learning and encourage better progress.
- The provider fails to engage parents consistently in their children's learning. They do not often contribute to assessments and are not made aware of their children's next steps in learning. This has an impact on the continuity of learning experiences between nursery and home.
- The self-evaluation is poor and weaknesses in practice and provision are not identified.

It has the following strengths

- Children remain engaged in activities and staff support children to complete tasks.
- Children have access to a large outdoor area where they develop their physical skills daily and gain an awareness of a healthy lifestyle through exercise.

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
■ ensure at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present	30/06/2018
■ increase the manager's and staff's awareness on how to identify child protection concerns, and gain knowledge of wider safeguarding issues, such as the 'Prevent' duty	30/06/2018
■ ensure that all children's progress is assessed from the start and monitored consistently, so that staff can identify children's individual development and next steps in learning more accurately.	30/07/2018

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

- engage parents more in their children's learning and encourage them to contribute to the development assessments from the start
- improve self-evaluation, so that areas for improvement are identified and addressed.

Inspection activities

- The inspector observed the quality of teaching throughout the nursery and the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during throughout the inspection.
- The inspector spoke to a number of parents and took account of the views they shared.
- The inspector looked through relevant documentation relating to children, staff and the organisation of setting.
- The inspector completed a joint observation with the manager.

Inspector

Rachel Waterhouse

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff do not have secure knowledge of the possible signs and symptoms of child abuse or wider safeguarding issues, such as being vulnerable to extreme views and behaviours. For example, the manager and staff dismiss the possibility of child protection incidents occurring within their local community. Partnerships with parents do not maximise opportunities to engage all parents in children's learning and keep them well-informed of their child's development. The staff team do not make the best use of qualified staff's knowledge, and support and training to continually improve practice and teaching is not fully effective. The provider ensures all staff have suitability checks and are aware they must disclose any circumstances making them unable to work with children.

Quality of teaching, learning and assessment requires improvement

In the main, staff support children during activities and use appropriate questions to challenge their thinking. They can verbally discuss children's achievements and know their general likes and dislikes. However, they do not consistently assess children in each area of learning and this does not enable the manager to routinely monitor children's progress and identify any learning gaps. Older children are developing their writing and mathematics skills. For example, they add their own written labels to different parts of a plant in a picture and count the petals. Staff plan daily focused activities for all children to take part in if they wish. However, children are all assessed against the same criteria, meaning learning is not individual to their developmental needs. Staff support children to recognise different cultural celebrations and plan activities around them, such as Chinese New Year, Diwali and they take part in a Christmas nativity play.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare is compromised at times due to weaknesses in leadership. There are occasions where there are no staff with paediatric first-aid certificate when children are present. Staff keep a record of accidents and some simple safety rules and boundaries are established. Children are polite and aware of their own emotions. They behave well together and understand the impact their actions may have on other people. Although children and parents have positive relationships with the team, staff are not working with them effectively to gather up-to-date information about children's interests. This does not promote a shared approach to children's learning or value their individual needs.

Outcomes for children require improvement

Due to weaknesses in the learning assessments some children do not make good progress in all areas of learning. Children enjoyed learning about the Royal Wedding. Boys and girls happily wore the dressing-up clothes and shoes, and took on non-specific gender roles during their play. Children are confident in social situations and independent throughout the day. Most children concentrate well during activities until they are completed and are beginning to use their own thinking skills to solve problems.

Setting details

Unique reference number	512726
Local authority	Leeds
Inspection number	1091213
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Bardsey Nursery Group Committee
Registered person unique reference number	RP518964
Date of previous inspection	19 June 2015
Telephone number	01937 573430

Bardsey Nursery Group registered in 2001. The nursery employs six members of childcare staff. Of these, one has a childcare qualification at level 3 and one staff member holds qualified teacher status. The nursery opens from Monday to Friday term time only. Sessions are from 9am until midday. The nursery provides funded early education for 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

