

# Heaton Lodge Children's Nursery Ltd

Heaton Lodge Nursery, Heaton Lodge, Walkers Lane, LEEDS LS12 4AF



<b>Inspection date</b>	3 April 2019
Previous inspection date	30 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	Good	2
Effectiveness of 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

- Staff's knowledge of wider safeguarding issues, for example how to protect children from the risks of radicalisation and extreme views, is weak.
- Children's safety cannot be assured. Staff do not ensure that they record children's attendance accurately, which puts children at risk in the event of an emergency.
- Staff have not fully developed effective partnerships with parents and all other settings that children attend.
- Key persons do not share information regarding children's learning and individual needs with other staff, to enable continuity for children during staff absences.
- Staffing arrangements do not always meet the needs of all children.
- Hygiene skills are not promoted consistently across the nursery.
- Staff do not use observations and assessments effectively to help monitor children's progress, or plan to meet their individual learning needs.
- Staff do not always complete the progress check for children aged between two and three years to ensure the early identification of any gaps in children's development.
- Management does not closely monitor how well staff are promoting the educational programmes or how individual children and groups of children are progressing towards the early learning goals.
- Although children are offered daily opportunities to access fresh air outdoors, these are not planned for effectively, taking into account the needs of children who prefer to learn outdoors.
- Methods for identifying weaknesses in practice and improving staff knowledge and skills are not effective.

### It has the following strengths

- Staff give children regular praise for their achievements, helping to raise their confidence and self-esteem.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have an understanding of how to identify and protect children at risk from extreme views and radicalisation	01/05/2019
maintain an accurate record of the names of children being cared for on the premises and their hours of attendance	24/04/2019
develop partnerships with parents and other settings children attend, and establish a two-way flow of information to complement children's learning between home and other settings	01/05/2019
ensure that key persons share information regarding children's care and learning with other staff to provide continuity for children during staff absences	01/05/2019
improve the deployment of staff to ensure that children are adequately supervised at all times to help promote behaviour and keep children safe from harm	24/04/2019
promote children's good health and hygiene and embed good practice so they understand what contributes to a healthy lifestyle	24/04/2019
implement better systems for monitoring staff performance to ensure any weaker practice is quickly recognised	01/05/2019
use observations and assessments accurately to understand children's individual level of achievement and use this information to plan precisely what children need to learn next	01/05/2019
ensure the progress check for children aged between two and three years is completed, to enable the early identification of development needs	01/05/2019
develop a system to monitor the delivery of the educational programmes and children's development to ensure children are supported effectively to make good progress.	01/05/2019

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

- make better use of the outside area to plan activities that fully promote children's learning and development outdoors
- develop the systems for evaluating all aspects of practice to identify and address any weaknesses.

### **Inspection activities**

- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector sampled children's observations, planning and children's development folders.
- The inspector spoke to parents during the inspection and took account of their verbal views and written views.
- The inspector viewed all areas of the premises used by the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed documentation, including public liability insurance, policies and procedures and the suitability checks of staff. A meeting was held with the nursery manager and deputy manager.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Management has not recognised that staff's knowledge of certain aspects of practice is weak. For instance, although staff understand the general signs and symptoms of abuse, they have a weak understanding of potential signs that may indicate that children are being exposed to extremist views. In addition, staff do not always keep an accurate record of children's attendance. This means staff cannot guarantee children's safety in the event of an emergency. Although management regularly seeks the views of children, staff and parents to help evaluate practice, weaknesses are not always identified. For example, management does not monitor the planning and assessments system well enough to ensure it is effective in meeting the learning needs of groups and individual children. The manager holds some supervision meetings with staff to help them to feel valued and appreciated. However, staff receive insufficient support to improve their knowledge and skills. Recruitment procedures for induction, vetting and assessing the suitability of staff are in place.

### Quality of teaching, learning and assessment is inadequate

Although staff observe and assess children's learning, the assessments are not always accurate. Staff do not use information to identify what children need to learn next effectively. This means that activities are not planned well to extend children's learning, provide them with challenge or support them to learn new skills. In addition, staff do not always complete the written progress check for children aged between two and three years. This means that gaps or specific strengths in children's learning and development are not always identified. Staff have not implemented effective procedures to share information about children's learning and development with parents and other settings that children attend. This means that children do not benefit from a consistent approach. Despite this, children are settled and have fun. For example, they sing songs with staff and enjoying exploring sand and water. Parents feel that staff are friendly and caring. Staff sit with children and play alongside them. They ask children meaningful questions while they play and encourage them to talk. This helps to support young children's language and thinking skills well.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management and care practices compromise children's health and safety. Staff do not follow adequate health and hygiene practices that reduce the risk of germs spreading. For example, there are occasions during the day when staff do not fully promote children's understanding of how thorough handwashing routines can best support their good health. However, children are provided with a good range of nutritious meals and snacks. On occasions, staff do not adequately supervise children or notice unacceptable behaviour. This is because they are busy and involved in activities, and they do not always notice what other children are doing. As a result, some older children throw toys and behave inappropriately. Nonetheless, children are generally happy in the nursery. All children are assigned a key person, which helps them to feel emotionally settled and secure. However, there is not an effective system in place for key persons to share information with other staff about children's learning. This means that children do not always receive consistent support and challenges, particularly when their

key person is absent. Staff provide children with opportunities to develop their physical skills as they spend time outside. However, staff rarely plan activities for open-air learning, to support children who prefer to learn outdoors.

### **Outcomes for children are inadequate**

Not all children make the progress they are capable of and are not consistently challenged. However, they gain some of the skills that help prepare them for school or their next stage in learning. For example, older children develop their writing skills as they add their names to their handiwork. Younger children explore paints, which helps to develop their creativity skills. Children use some mathematical language in their play. For example, they count cress seeds as they plant them.

## Setting details

<b>Unique reference number</b>	EY431558
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064400
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Heaton Lodge Children's Nursery Ltd
<b>Registered person unique reference number</b>	RP902210
<b>Date of previous inspection</b>	30 March 2016
<b>Telephone number</b>	01132319989

Heaton Lodge Children's Nursery Ltd registered in 2011. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above. 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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