

Hopespring Nursery

Hope Springs, 2 Mexborough Avenue, Leeds LS7 3EF



Inspection date	14 June 2019
Previous inspection date	Not applicable

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

- Leadership within the setting is weak and inconsistent information is provided about who manages staff and the provision.
- Procedures for monitoring and managing children's non-attendance are not rigorous. This impacts on children's early learning and does not support effective safeguarding.
- Staff do not demonstrate knowledge of the statutory framework for the early years foundation stage or a clear understanding of how children learn.
- Partnerships with other agencies are not well developed. This has led to some children, particularly those who may have some additional needs, not receiving early assessment or help.
- There are no effective arrangements for the monitoring of teaching and assessment of children's learning and development.
- Some children do not speak throughout the session. Although there are singing and pray times, children's language and communication is not promoted on an individual level. This has a negative impact not only on children's communication skills but also on their social and emotional development.
- Adult-led activities are not always well planned or sufficiently challenging, resulting in some children becoming quickly disengaged.

It has the following strengths

- Staff reassure a child who is new to the setting; this helps to build a secure relationship.
- Children learn about making healthy choices at snack time and choose from a range of fresh fruit.
- Children can access a range of resources which they enjoy exploring. For example, they enjoy storybooks, craft activities and a role-play area where staff introduce some mathematical language.

What the setting needs to do to improve further

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

	Due date
implement an effective policy and procedures to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB)	05/07/2019
ensure that the lead practitioner for safeguarding attends a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. Also provide support, advice and guidance to any other staff on an ongoing basis and on any specific safeguarding issue as required	05/07/2019
train all staff to understand your safeguarding policy and procedures; ensure that all staff have up-to-date knowledge of safeguarding issues. Training must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way	05/07/2019
support staff to undertake appropriate training and professional development opportunities to ensure that they offer continually improving learning and development experiences for children. This is to include increasing staff's knowledge and understanding of the statutory requirements of the early years foundation stage	16/08/2019
implement appropriate arrangements for the supervision of staff who have contact with children and families. Ensure that supervision provides support, coaching and training for the practitioner and promotes the interests of children	16/08/2019
ensure that there is at least one person who has a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present; also to accompany children on any outings	21/06/2019
improve the quality of teaching and the procedures for assessing children's stage of development, so that future learning meets their individual needs; focus particularly on their language and communication and personal, social and emotional skills	16/08/2019
improve the arrangements for supporting children with special education needs and/or disabilities and identify a member of staff to act as special educational needs co-ordinator (SENCo).	16/08/2019

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

- improve the outdoor play provision, children's access to play outside and also to resources which promote large physical development
- prevent the spread of infection by ensuring that there is hot water and appropriate handwashing and drying facilities for staff.

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 children and staff throughout the inspection.
- The inspector completed joint observations with a member of staff.
- The inspector held a meeting with the nursery manager and reviewed relevant documentation. This included the nursery's policies, children's learning information and evidence of the suitability of staff working in the nursery.
- The inspector obtained feedback from a small number of parents and took account of their views.

Inspector

Elaine McDonnell

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Relevant child protection procedures are not up to date. In addition, staff do not have a secure knowledge of how to identify indications of possible abuse. This compromises children's safety and welfare. Furthermore, some staff are unaware of wider safeguarding issues and have no knowledge of initiatives such as the 'Prevent' duty. Staff do not benefit from a professional development programme and are not encouraged to continuously improve their skills. There is a self-evaluation process in place. However, this is not effective enough to identify the main areas for improvement which would have the best impact on outcomes for children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is weak. As a result, children are not making sufficient progress in their development. Procedures for key persons to assess children's learning are not consistent or rigorous. Subsequently, the activities provided are not well planned, do not meet all children's individual learning needs and are not sufficiently challenging. Staff miss opportunities to explore and extend children's interests and learning. For example, when a child is asked the name of a dinosaur, staff say that they do not know. Staff do not help or encourage the child to find out, for example, by using resources such as reference books or technology.

Personal development, behaviour and welfare are inadequate

There is no evidence of the provider working with other settings, or with parents, to help to prepare children for school or the next stage in their learning. The provider does not ensure that at least one person with a paediatric first aid qualification is on the premises at all times. This compromises children's safety and welfare. Nevertheless, children are well behaved and staff promote good manners. Staff are responsive, caring and sensitive towards the children. As a result, children settle quickly and are happy. Most children demonstrate good relationships with staff and peers. The small number of parents who commented about the provision state that they are happy with the care that their children receive.

Outcomes for children are inadequate

Due to the weakness in the quality of teaching, children are not making good enough progress. Staff do not focus sufficiently on the prime areas of learning, particularly for the youngest children. Children develop some basic abilities to support the development of their independence skills. For example, they are encouraged to wash their hands before snack and put on their outdoor shoes and coats for playing outside. Children have access to a secure outdoor play area. However, the time spent outside and the opportunities to support outdoor learning are limited.

Setting details

Unique reference number	EY543422
Local authority	Leeds
Inspection number	10090335
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	16
Name of registered person	Hopespring Committee
Registered person unique reference number	RP543421
Date of previous inspection	Not applicable
Telephone number	0113 2100164

Hopespring Nursery is a private provision which registered in 2017 and is located in Leeds. The nursery currently employs six members of childcare staff. Of these, one member of staff holds a qualification at level 6, three hold qualifications at level 3, one member of staff has a level 2 qualification and another member of staff has a teaching assistant qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 12 noon until 3pm. The nursery is in receipt of funding to provide 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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