

Inspection of Lesley's Private Day Nursery

Unit 3, Mortec Park, York Road, LEEDS LS15 4TA

Inspection date: 25 April 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because of the weaknesses in the provider's, and staff's, knowledge of safeguarding and child protection issues. Despite this, children arrive happily at the nursery and show they feel secure with staff as they say goodbye to their families. Staff are caring, kind and nurturing towards children. Staff follow rigorous procedures to help them know about children's allergies and dietary requirements. They know how to meet babies' individual care needs and follow their routines effectively. This has a positive impact on babies' emotional well-being.

In recent months, the provider has recruited a high number of new staff and some of these work across both of the provider's nurseries. Although every child has a key person, they are not always available or in the same room. Some staff are not aware of children's individual learning goals or their next steps and, on occasion, staff's teaching lacks purpose and challenge. Since the COVID-19 pandemic, parents drop off and collect children at the nursery door. However, staff are flexible and make alternative arrangements for children who are new to the nursery. This enables parents to see the rooms once other children have left and helps children to settle in.

What does the early years setting do well and what does it need to do better?

- Safeguarding is not effective. Staff's knowledge of signs of potential abuse is inconsistent. For example, they are unsure of some of the signs of potential abuse, including county lines and domestic violence. The designated safeguarding officers are unclear on the procedures and guidance of the local safeguarding partners. This has a significant impact on children's safety.
- Staff benefit from a supportive leadership team. They say they feel valued and enjoy their work with children. For example, staff have a 'staff voice' representative to maintain effective communication with managers. They have regular supervision meetings and are offered professional development opportunities to develop their skills.
- The quality of education is variable for babies and young children. For instance, a high number of staff are deployed in different rooms to their key children. Staff interact and engage with children, but this is not always purposeful and does not match children's individual learning goals. For instance, some staff are unsure of babies' correct ages and unclear on what they need to learn. Others use long sentences and descriptions as opposed to short key words.
- In contrast to this, key staff who work with their key children know them well. This includes babies and young children who are new to the setting. They gather information from parents and make observations of children to help them know how to support their development. This contributes to children's progress.

- Overall, children enjoy activities inside and outside. Babies explore sensory play outdoors and staff model animal sounds to them. Children enjoy fresh air each day and staff make every effort to take children on walks out of the setting. Toddlers enjoy exploring dough and staff show them how to use the different shape cutters.
- The majority of staff focus on developing children's communication and language skills. For example, they regularly sing songs and children join in with actions and key words. Group time is a strength in the nursery. Babies learn Makaton signs and enjoy exploring instruments as they sing. Older children choose the songs from the basket and enjoy circle time.
- Despite the weakness in the key-person system, staff have good relationships with children. Babies are quickly soothed and enjoy cuddles as they fall asleep. Staff ensure nappies are changed regularly and inform families about children's care needs. This helps to promote continuity.
- Children benefit from a range of healthy and nutritious meals and snacks. Staff encourage them to try different fruits, such as pineapple. They consistently praise children and encourage good manners at the table. However, staff do not consistently build on children's self-care skills and good hygiene, particularly in relation to handwashing.
- Staff are good role models for children. They encourage children to understand behavioural boundaries and have high expectations. For example, during group time, children's behaviour is very good. Staff are enthusiastic and build on children's social skills as they help them to share and take turns.

Safeguarding

The arrangements for safeguarding are not effective.

The provider, who is also one of the designated safeguarding officers, has a poor understanding of safeguarding and child protection issues. In addition, other designated safeguarding officers and staff lack knowledge of how to identify, record and report potential signs of abuse swiftly. This has a significant impact on children's safety. However, the provider follows safer recruitment procedures to help verify staff's suitability. For example, she obtains enhanced Disclosure and Barring Service checks and staff complete ongoing suitability declarations. Staff complete regular checks on areas used by children indoors and outdoors. They teach children about how to keep themselves safe, such as how to walk safely when outside of the nursery.

What does the setting need to do to improve?

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

	Due date

<p>ensure the designated safeguarding officers, and staff, attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse in line with the local safeguarding partnership guidance</p>	<p>06/06/2023</p>
<p>improve staff's knowledge of how to provide purposeful, challenging experiences and ensure they are deployed effectively to meet children's individual learning needs.</p>	<p>25/07/2023</p>

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

- enhance ways to further develop children's self-care skills and promote their understanding of good hygiene.

Setting details

Unique reference number	EY441140
Local authority	Leeds
Inspection number	10284035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	40
Number of children on roll	90
Name of registered person	Lesley's Private Day Nursery Limited
Registered person unique reference number	RP535363
Telephone number	01133486888
Date of previous inspection	19 December 2017

Information about this early years setting

Lesley's Private Day Nursery registered in 2011. The nursery employs 36 members of childcare staff who work between two units owned by the provider. Of these, 19 hold appropriate early years qualifications at level 3 or above. This includes the provider who has qualified teacher status and the general manager who has early years teacher 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.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- Two joint observations were completed by the provider and inspector, indoors and outdoors during planned activities.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023