

Inspection of Lesley's Private Day Nursery

Unit 7 Mortec Park, York Road, Leeds, West Yorkshire LS15 4TA

Inspection date: 25 April 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

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 build good relationships with all staff who work in the nursery. Children are happy and feel secure in the care of nurturing staff. Staff are skilled at managing children's behaviour. Children listen to instructions from staff and show that they know the daily routines in the nursery well. Staff speak gently to children to remind them of the rules and routines. They offer lots of praise to children for their efforts. This helps to build children's self-esteem.

The ways in which staff promote children's communication skills are well established. Children hear a wide range of songs and stories each day. Staff know which books children enjoy and read these regularly to them. As a result, children widen their vocabularies. Children learn a variety of songs and enjoy exploring the different sounds which instruments make. This helps children to develop their listening skills. Children are invited to bring photos from home. These are used during group times to encourage less-confident children to share their experiences and talk in front of others. These approaches help children to make good progress with their language skills.

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

- Safeguarding is not effective. Staff's knowledge of the signs of potential abuse is inconsistent. For example, they are unsure of some of the signs of potential abuse, including county lines and female genital mutilation. The designated safeguarding officers are unclear on the procedures and guidance of the local safeguarding partnership. This has a significant impact on children's safety.
- However, 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.
- Staff consider what children already know and can do when deciding what they need to learn next. For example, they know which children can already identify numbers in order and need to practise their counting skills. Staff show children how to count spots or objects one at a time, and match this to the written number. They extend children's learning by asking children to think about what 'one more' would be. As a result, children's mathematical skills grow and develop.
- Children enjoy the range of experiences and activities available to them. Overall, they show good levels of concentration and focus well. However, staff sometimes move children on to new activities too quickly, or take children away

to use the toilet or change their nappy. This does not support children to become deeply involved in their play and further build on their learning.

- When children are ready to move on to school, staff set up a pretend classroom in the nursery. Children are invited to attend in their new school uniforms and find out about what it will be like when they go to school. This helps to prepare children who are ready to move on to the next stage in their education.
- Leaders and staff have worked hard to improve snack times and mealtimes for children. They aim for children to socialise and use good manners in the dining room. Children help to set the tables with cups and cutlery. They help to clean up by scraping away any uneaten food and wipe their own hands and faces when they have finished eating. Consequently, children learn to be independent and their confidence grows.
- Children benefit from daily opportunities to go outside. They enjoy regular walks in the nursery grounds for fresh air and exercise. Children wash their hands independently before they eat and after using the toilet. However, children are not always encouraged to wash their hands after wiping their noses. This does not support children's understanding of how to prevent the spread of germs.
- Parents and carers say that staff and the leadership team are caring and approachable. The nursery uses an online app to send parents information about what children are learning and their daily routines. However, staff do not ensure that all parents know who their child's key person is. This does not fully support parents to find out how they can continue their child's learning at home.

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 to 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
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<p>ensure that the designated safeguarding officer and staff attend a child protection training course that enables them to identify, understand and respond appropriately to the signs of possible abuse in line with the local safeguarding partnership guidance.</p>	<p>06/06/2023</p>
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To further improve the quality of the early years provision, the provider should:

- consider the timings of activities and daily routines, to allow children uninterrupted time to become engaged in their learning and play
- improve handwashing routines to further support children to manage their own personal needs and develop their understanding of how to prevent the spread of germs
- strengthen partnerships with parents to ensure that they know who their child's key person is and are able to continue their child's learning at home.

Setting details

Unique reference number	EY543889
Local authority	Leeds
Inspection number	10286519
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	2 to 4
Total number of places	80
Number of children on roll	72
Name of registered person	Lesley's Private Day Nursery Limited
Registered person unique reference number	RP535363
Telephone number	01133486888
Date of previous inspection	14 February 2019

Information about this early years setting

Lesley's Private Day Nursery registered in 2017 and is located in Leeds. The nursery employs 36 members of childcare staff, who work between two units owned by the provider. Of these, 19 staff hold appropriate early years qualifications at level 3 or above. This includes the provider who holds qualified teacher status and the general manager who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- This was the first inspection the nursery 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 their evaluation of the nursery.
- The manager 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 provider about the leadership and management of the nursery.
- 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.
- The inspector carried out a joint observation of a mathematical activity with the provider.
- 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.

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