

Eversleigh Day Nursery

Eversleigh Day Nursery, Park Road, Earlsheaton, DEWSBURY, West Yorkshire WF12 8BE



Inspection date	4 June 2019
Previous inspection date	14 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The provider and manager do not fully ensure that staff deployment is effective at busy times of the day. For example, when staff are engaged in routine tasks, there are not enough other staff present to actively engage the children in purposeful learning activities, particularly in the pre-school room.
- The arrangements to monitor, mentor and train staff are not fully effective. There are clear inconsistencies in the quality of teaching across the staff team.
- Some staff do not make accurate assessments of children's ongoing development. Therefore, they are not always able to provide activities that challenge and support children to make good progress.
- The self-evaluation process is not rigorous enough to accurately identify areas where there are weaknesses in practice and there is a need to make timely improvements.

It has the following strengths

- Staff encourage and support young children's personal, social and emotional development through regular praise and reassurance. Children develop suitable bonds and attachments with the staff.
- Staff promote children's health and hygiene. For example, children follow regular handwashing routines before mealtimes. In addition to this, the environment is clean, safe and suitably maintained.
- Parents share positive feedback about the nursery and how happy their children are to attend. They also comment positively about the level of information they receive about their child's care and learning.

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
deploy staff effectively at busy periods of the day to meet each child's individual needs more consistently and effectively	18/06/2019
implement effective performance management strategies, to monitor, mentor and train staff, so that the quality of teaching becomes routinely strong across the nursery	18/06/2019
ensure effective assessment arrangements are in place so that staff in the pre-school room consistently provide children with a range of stimulating experiences based on their individual needs, interests and stage of development.	18/06/2019

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

- refine the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement, and take action to address them in a timely manner.

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 staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The provider and manager have met the actions and welfare requirement notices previously raised. They have taken steps to ensure that safeguarding policies are in line with local authority guidance and they are aware of which agencies they should report concerns to. Staff have undertaken child protection training, including the manager, who has completed a designated lead practitioner course. Training, along with improved induction and supervision arrangements, enable staff to identify and respond to a concern about a child. However, there are some aspects of leadership that are less effective. Staff deployment is not always appropriate at busy times of the day. Staff sometimes focus on cleaning tasks instead of ensuring children engage in purposeful learning opportunities. Furthermore, performance management is not fully effective to ensure all staff demonstrate good-quality teaching. Some self-evaluation takes place. However, this is not rigorous enough to identify weaknesses that require timely improvement.

Quality of teaching, learning and assessment requires improvement

Overall, staff are experienced and qualified. However, the quality of teaching in the pre-school room is variable and not consistently strong. This impacts on how engaged in activities some children are and the progress they make. Most staff use observations and assessments of children well to plan suitably challenging activities. However, for some children this is less effective. For example, particularly during small-group activities, some staff are not as aware of children's skills and abilities. Consequently, they do not offer appropriate challenge to support and promote better progress. That said, staff engage and interact well with younger children and babies. They use water and sand activities to support sensory play. They encourage babies with their early speaking skills. As they play musical instruments, young children learn simple songs and move their body to the rhythm of the music. More-able children draw pictures and ascribe meaning to the different marks they make. Children are confident as they count and recognise numbers and shapes in their general play.

Personal development, behaviour and welfare require improvement

Children enjoy outdoor play where they benefit from fresh air and exercise, and at times can make independent choices to play indoors or outside. They enjoy healthy snacks and meals, which are freshly cooked on site. Children learn about nutritious food and eating well from the staff and the nursery cook. They grow some of their own vegetables in the outdoor planting area. Children behave well. Staff help them to understand how to manage their feelings and behaviour. Staff remind children to use good manners, to share and to show respect for their friends.

Outcomes for children require improvement

Children acquire some of the skills they need to support their ongoing development. However, not all children make consistently good or better progress to ensure they are fully prepared for the next stage in their learning. Babies develop confidence in their physical skills as they negotiate the space in the playroom. Older children develop sound speaking skills and happily engage in conversations with staff and unfamiliar adults.

Setting details

Unique reference number	EY386813
Local authority	Kirklees
Inspection number	10102339
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	0 - 6
Total number of places	39
Number of children on roll	74
Name of registered person	Eversleigh Day Nurseries Ltd
Registered person unique reference number	RP909905
Date of previous inspection	14 December 2016
Telephone number	01924457177

Eversleigh Day Nursery registered in 2008. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 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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