

Barlby House Day Nursery

Inspection report for early years provision

Unique reference number 400077
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Inspector Rosemary Beyer

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Barlby House Day Nursery is privately owned and has been established since 1997. The nursery serves the farming and rural communities of Selby and surrounding villages. Children are cared for in three rooms on the ground floor and one on the first floor, although there is no lift available. They also have the use of two secure garden areas outside.

The provision is registered to provide full day care for 42 children aged from birth to 8 years. There are 53 children on roll at present, of which 41 are in the early years age group. Appropriate provision is available for children with learning difficulties or disabilities, or those who speak English as an additional language. The nursery opens Monday to Friday from 07.30 to 18.30 throughout the year.

There are nine staff who hold appropriate childcare qualifications and two who are working towards them; they currently work both full and part-time as required. A cook is also employed to provide the meals. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. The nursery promotes children's welfare very effectively, ensuring they are safe and secure. They engage well in the wide range of activities provided, and staff monitor their progress to ensure they have sufficient challenge to maintain their interest. There is a close working partnership with parents so they are informed of issues relating to their children's care and learning. The nursery has started to use the on-line self-evaluation form instead of the previous method of monitoring practice. It continues to develop plans for the future, including changing the registration and re-organising rooms to meet the demand for spaces for babies.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop an effective planning process to ensure activities are provided in all the areas of learning.

The leadership and management of the early years provision

The owner and manager have clear aims in place for the provision, giving children quality care in a secure and safe environment where they can learn and play. They provide good role models and support their staff well. Robust systems are in place for the employment and training of staff, with regular appraisals and monitoring of their personal development plans. All staff regularly update their knowledge of safeguarding, food hygiene, safety and first aid. The manager also now provides

NVQ Assessment in the nursery as it was difficult for staff to access qualifications locally. Staff work very well together and ensure good supervision of the children, with key workers taking responsibility for recording children's development but all sharing observations and concerns.

The nursery is well organised and children have opportunities to develop independence by choosing resources and making suggestions to develop the carefully planned activities, which allow them a varied range of experiences both on the premises and in the local community. Parents receive comprehensive information about their children's progress and are able to contribute to their assessments. They have been given information about the Early Years Foundation Stage and understand how this is implemented to support their children's care and learning. Some parents complete the weekend information sheets to keep staff up to date with children's interests and activities at home.

Records, policies and procedures are used effectively to promote the welfare of all the children, whatever their individual needs. Comprehensive information from parents is obtained when children start to attend and updated when they move rooms, or more frequently if there are any changes. Staff understand the need to respect confidentiality, but also the need to ensure children's welfare is safeguarded effectively and their individual needs addressed. Parents receive information about the complaints procedure including the Ofsted contact details. They are regularly consulted through questionnaires to gauge their satisfaction with the service provided and to make any suggestions to enhance the provision. All the parents spoken to during the inspection consider they have excellent relationships with staff and are very happy with the care provided.

The nursery has developed good relationships with the local primary schools and ensures sufficient information is shared with them to support the children. Visits by children and staff help to build children's confidence before they start to attend full-time.

The quality and standards of the early years provision

Children make good progress in their learning as staff have a good knowledge of the Early Years Foundation Stage and the early learning goals. They are still developing their planning methods to ensure all the areas are covered, as they are not satisfied with the current system. They use information about children's achievements, interests and needs to support their next steps, providing appropriate themes and activities to support their development. Children with learning difficulties or disabilities are well supported as the special educational needs coordinator has a good knowledge of the principles, which underpin the code of practice, and has past experience of meeting children's different needs. Staff obtain information and advice from parents to support children with English as an additional language or with different cultural or religious needs.

The children are confident and settled in their surroundings; displays and posters throughout the nursery raise children's awareness of diversity, with dolls in costume and a range of different artefacts on show. A good selection of books for

stories and information is available to ensure facts are correct and festivals celebrated appropriately.

The children like selecting toys and resources they wish to use from the wide range available, whatever their age and stage of development. The babies are interested in musical toys, books, stories and singing. They like to watch the toddler children playing in the garden, laughing and chuckling whilst sitting in the swing chairs or the buggies. The children are all very sociable and developing good relationships, becoming considerate of each other, and able to take turns and share.

The toddler children are very enthusiastic learners, keen to try new things and have produced some imaginative artwork. They also like to listen to stories or music and sing songs. Their physical development is supported well during activities outside and music and movement sessions inside. Activities are provided across all the areas of learning and details made available for parents each day.

The pre-school children initiate activities themselves, such as the number and action songs when they suggest which ones they wish to sing. They also develop activities outside, building towers of tubes and blocks or using the climbing equipment in role-play. They are curious and interested in things, such as when they talk about investigating bugs in the garden and using magnifying glasses and specimen pots. They are also developing an interest in growing plants, with tubs currently full of herbs and a selection of daffodils, shortly to be used for growing vegetables.

All the children learn about healthy living, including the implementation of good hygiene practice, fresh air, dental care and a balanced diet. They eat very well, with home-prepared food a highlight of the day and meal times pleasant social occasions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.