

York House Nursery

Inspection report for early years provision

Unique reference number	550144
Inspection date	15/06/2009
Inspector	Lynne Pope
Setting address	40 Market Place, Bishop Auckland, County Durham, DL14 7NX
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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 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).

Description of the setting

York House Nursery opened in 2001 under its current owners and is run by a limited company. It operates from a converted semi-detached Victorian house in the centre of Bishop Auckland. The nursery is open Monday to Friday from 07.30 until 17.30 for 51 weeks of the year. They are registered on the Early Years Register for a maximum of 60 children at any one time. There are currently 84 children from three months to five years on roll. The nursery employs 14 staff. All of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The staff's excellent knowledge of each child's individual needs ensures that all aspects of children's welfare and learning are promoted with success. The highly motivated staff ensure that they offer a service that is open and accessible to all. Children are cared for in a very safe and secure environment and all records are in place to meet requirements. The exceptional partnership with parents and other professionals ensures that they communicate well, to put the children's needs first. The setting actively seeks to make improvements which help children to make very rapid progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the excellent partnership with parents by providing workshops.

The leadership and management of the early years provision

There is a lively atmosphere within the provision with children of all ages fully engrossed in their self-appointed tasks. The excellent organisation of the premises ensures that children easily make choices from the wide range of stimulating resources. This helps to develop their independence. Records have been developed and are maintained with extreme care, precision and attention to detail. For example, accidents records are in place but, in addition, should a child fall ill at nursery they are monitored for 20 minutes and notes are taken about how they progress before a parent is contacted. Policies and procedures are regularly reviewed and evaluated to ensure that they cover all necessary aspects. For example, the safeguarding policy reflects all areas that may link into it. Staff demonstrate a thorough knowledge of how they would implement such policies. Robust procedures ensure that new staff are suitable for their role and have more than adequate qualifications. Induction procedures and ongoing supervisions, where staff performance is reviewed and any training needs are identified, contribute towards staff remaining suitable. Staff have recently attended training

for 'Communicating matters', 'Early years in the pre-school room' and 'Baby talk', as they strive to increase their knowledge of high quality care and education. The setting's strong commitment to improvement enhances all aspects of the provision. Long term development plans are in place with shorter term ones addressed each month, which are delegated to members of staff to enable them to take ownership of the provision. It is evident in the improvement made since the last inspection, where all the recommendations have been met, that there is very strong commitment to self-evaluation of practice. The manager shows that she highly values the staff team and has a heightened awareness of what takes place with each age group and each child. She is able to discuss their development through firsthand knowledge. This overview ensures that a full and balanced curriculum is managed very effectively.

Partnership with parents has a significant impact on children's care and learning. Information about their child is shared daily. A written record of a baby's physical day is shared to keep parents informed of such things as nappy changes or sleep patterns. Learning journeys are recorded for all children, which detail their activities and what they have gained from them. Parents are able to take them home and can use them to extend their child's learning at home. They are encouraged to share any events or interests that their child might have at home which can then be developed into an area that all children look at. For example, a child visited their uncle at the fire station. Staff provided resources such as hoses, outfits and walkie talkies which stimulated children's imaginations. Parents' views are sought through verbal feedback and questionnaires about menus, staff, equipment and learning. The setting does not currently provide workshops to involve parents more in the organisation of the setting; however, staff have identified this as an area that they would like to improve. Parents spoken to during the inspection enthusiastically stated they were very happy with the standard of care and learning that their child receives. Cohesive links have been developed with other providers that children may attend. Reciprocal information is exchanged about their development, which ensures continuity of care.

The quality and standards of the early years provision

Children make very rapid progress in their learning and development due to the extremely effective organisation and knowledge of staff. Settling-in visits are offered to new children and parents complete a document called 'All about me'. Using this information staff observe the child as they settle, which gives them an excellent basis to start planning for the child's development needs. As children settle photographs are taken and given to parents so that they are kept very much aware of what their child is doing. This all aids a successful transition from home to nursery. In each age group plans are based on the individual child's needs. Staff observe, assess and plan for the next step. Children's development is tracked across all six areas of learning which helps to effectively inform future plans. Parents have access to their child's file at any time. Purposeful activities are spontaneously chosen by the children as well as being adult-led. This results in children developing into very independent thinkers. Additional support is provided for any children with additional needs and the setting works in very close partnerships with other agencies to comprehensively meet the child's needs.

Children develop into very confident individuals. Their strong exploratory impulse is developed from when they are babies. They explore the large playroom as they become mobile or investigate the natural resources. Babies are very content and take pleasure in making a variety of sounds. As children get older their curiosity is shown when they ask questions such as why things are being done or are happening. Children's knowledge and understanding of the wider world is developed in fun and fascinating ways and is a strong feature of the provision. They examine live snails that they have collected from the garden. They are also looking after two giant snails. Children show care and concern as they provide them with water and lettuce. They describe with great excitement that some of the small ones escaped and climbed up the wall and ate the paper. As a result, they have developed a check list where each day they ensure that none have escaped and that they are well. A smiley or sad face depicting their presence and state of health is drawn by the children next to a photograph of the snail as a record. Children learn that there is more than one language spoken in the world. One of the child's parents is Spanish and staff have worked with the parent to have words and numbers displayed. Children practise the words as they have a snack. The outdoor environment is very effectively organised. Babies access their own area which ensures their safety. Children are able to access outdoors in any kind of weather as the nursery provides waterproofs and wellington boots. They are very industrious in the building area. They dig in the soil, stir in water and attempt to build a wall with bricks. Other children are focused on providing water as they fill the watering cans at the water butt and carefully transport it to the building area. Indoors babies learn to crawl and eventually walk. As they become more mobile they attempt to climb in and out of the play boat.

Children's health and well-being are promoted exceptionally well. Snacks and meals are planned and prepared with great care to ensure that they access lots of healthy options. From a young age children's independence is encouraged at mealtimes as they make their own choices from a selection and serve themselves. Vegetables have been grown from seed to demonstrate to children that they do not just come from a supermarket. Strawberries, tomatoes and beans are currently being grown. The vegetable patch outside is carefully looked after. Excellent steps are taken to prevent the spread of infection. Policies and guidance are shared with parents and they are kept informed about any infectious illness that might be in nursery through posters displayed in the entrance. Children from a very young age begin to understand the boundaries that are set. This results in children being well behaved. Positive praise for all their efforts promotes their self-esteem and well-being very effectively.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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