

# Nidderdale Children's Day Nursery

Inspection report for early years provision

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**Unique reference number** EY289053  
**Inspection date** 13/05/2009  
**Inspector** Cynthia Walker

**Setting address** Lingerfield Playing Field, Low Moor Lane, Lingerfield,  
Scotton, Knaresborough, North Yorkshire, HG5 9JB  
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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).

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

Nidderdale Children's Day Nursery was registered in 2004. It is situated in the village of Lingerfield, near Knaresborough. The nursery is based in a purpose-built unit and has the use of six playrooms on the ground and first floor with supporting facilities. Children have access to a large secure outdoor play area at the rear of the property. The nursery is open five days a week from 07.30 until 18.30, throughout the year with the exception of three days at Christmas.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 77 children may attend the nursery at any one time. There are currently 150 children from three months to 10 years on roll. Children attend for a variety of sessions and are drawn from the local area and wider community.

There are 30 staff employed at the nursery, of these, 25 work directly with the children, of whom, 13 hold appropriate early years qualifications to at least a National Vocational Qualification at Level 2. The manager and the deputy are supernumerary. The setting provides funded early years education for three and four-year-olds. The nursery supports children with learning difficulties and disabilities and children who speak English as an additional language.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time in the nursery and make good progress. The nursery provides effective learning opportunities to meet all the children's needs and efficiently promotes their welfare. Effective links with parents and others enables the nursery to work in partnership in ensuring the needs of all children are met by valuing each child as a unique individual. The nursery has an accurate understanding of the strengths and weaknesses of the nursery and takes effective steps to improve it.

## What steps need to be taken to improve provision further?

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

- continue to develop assessment methods to ensure children's future learning is consistently reflected within the weekly programme of activities
- review the accident records to improve the details of existing injuries children arrive with from home

## The leadership and management of the early years provision

The provider and staff work as an effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is efficiently organised and promotes all aspects of

children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. There is a comprehensive range of policies and procedures, of which, two policies are reviewed every month by parents and staff. Effective appraisal systems ensure future training is highlighted and the nursery is strongly committed to the continued professional development of the staff team.

A comprehensive self-evaluation system demonstrates a good understanding of what the nursery does well and what it needs to improve and the identified priorities for improvement are used to inform the setting development plan. The nursery's development plan gives a clear indication of the actions to be taken and identifies targets to improve, for example, improve communication links with parents. Questionnaires are sent to parents and carers twice a year which gives them the opportunity to comment on the care and learning their children receive and these reflect positive comments with some constructive further comments. Detailed risk assessments, which are reviewed every three months, ensure staff take effective action to manage and eliminate identified risks within the nursery. Daily health and safety checks are carried out by staff inside and outside the nursery before children arrive. All staff have a good understanding of child protection to enable them to effectively safeguard the children in their care. However, the records of existing injuries which children arrive with from home lack sufficient detail.

Parents and carers receive effective information about the nursery which includes a prospectus and parent handbook. Displays throughout the nursery demonstrate the activities which their children have been involved in and provide useful information about their care and education. Regular newsletters ensure that information is regularly updated. Information about their children's progress is shared through the key worker system, daily diaries, open evenings and assessment meetings held annually for parents to discuss their children's learning. There are opportunities for parents and carers to be involved in their children's learning as individual rooms identify learning activities in the newsletter and older children take home number and letter boxes, for example, to find anything in the home with a number two on it. Systems are in place to liaise with other providers delivering the learning programme to children to support their continuity of care and learning.

## **The quality and standards of the early years provision**

The staff team have a good knowledge of the learning and development requirements and are confident in helping children learn appropriately both in and out doors. Regular observations are being completed which are included in the children's record of achievement and are enhanced by photographs of children's involvement in activities and examples of artwork. Children's next steps are clearly identified and an overview of children's progress is recorded in the 'On Track' document. The key workers demonstrate a good understanding of children's individual learning and regular discussion within the staff team ensure that children are suitably challenged by the learning experiences provided. However, the clear recorded planning of weekly activities does not consistently reflect the identified

future learning for individual children. Planned activities reflect the children's interests and the balance of adult and child-led activities enables the children to have an enjoyable and challenging experience. The creative organisation of most areas of the nursery encourages purposeful play and exploration, enabling children to make independent choices and be active in instigating their own play and learning. The constructive use of the outdoor area with the effective introduction of appropriate resources ensures children's learning is extended in all areas.

Staff actively support children's learning and positively interact with children at activities. They reinforce children's mathematical skills as they encourage children to count how many are present before they return inside or introduce a game of hopscotch for older children to reinforce their recognition of numerals. Staff reinforce simple language for babies as they repeat words, such as tractor, or encourage children to write names on their paintings. Older children are confident communicators as they use language to negotiate as they begin to build a house and then decide that this could be a bridge. They are able to make connections by thinking things through as they work co-operatively together to estimate and layer different sizes of wood across two tractor tyres using good concentration as they carefully assemble smaller pieces of wood as balance. This is then extended by the introduction of soil as substitute cement which the children layer between the pieces of wood. Children under two explore their senses as they use a small spade to fill a bucket whilst managing to cover their legs with the sand, whilst others explore a range of resources in a treasure basket as they jingle a bunch of keys or squeeze materials in their hands. Children handle books with confidence as they sit quietly in the book area and use language to explain that their mummy's car has a roof rack for four bikes. A very interesting display reflects when children discovered a great crested newt in the outdoor area that they named Isaac, which they observed and then carefully returned to the outside.

The nursery is committed to good quality care which actively promotes children's health and wellbeing. They enjoy being active as they play outdoors and develop their physical skills as they skilfully use balancing equipment or skilfully manoeuvre the wheeled toys. Younger children enthusiastically move the rocking boat as they attempt to sing 'seesaw' whilst others explore the small climbing frame and successfully negotiate the slide. Mealtimes are an effective social occasion where discussions with staff encourage children to understand about healthy choices about what they eat and drink, for example, fruit makes you strong and healthy. Children are developing an understanding of how to keep themselves safe as they explain that they 'need sun cream and hats so the sun doesn't burn us'. Staff sensitively ensure that each child gets appropriate support by actively working with parents, colleagues and other agencies. They value children's first language as signs on pictures and some resources reflect all the languages of the children within nursery. Children behave well in response to the calm and consistent responses from the staff team. They have developed positive relationships with each other and show caring as they rush up to staff declaring that 'you haven't had your cuddle yet' and give them a big hug.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **Annex B: the Childcare Register**

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

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