

# York Campus Nursery

Inspection report for early years provision

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**Unique reference number**

321535

**Inspection date**

21/02/2011

**Inspector**

Christine Tipple

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

York Campus Nursery was registered in 1992. It is run by a management committee on behalf of the University of York. It operates from two areas in a purpose built unit on the south campus of York University, which is situated in the Heslington area of York. The children have access to three enclosed outdoor play areas one of which is a forest area.

The nursery opens Monday to Friday all year round, except bank holidays and two weeks at Christmas. Sessions are from 8.30am until 6pm. A maximum of 39 children may attend the nursery at any one time. There are currently 72 children attending of whom all are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children who speak English as an additional language.

The nursery employs 14 childcare staff and 13 hold appropriate early years qualifications at level 3 to 6. As part of the University of York the nursery has achieved the Investors in People award. The nursery receives support from the local authority and is a member of National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made very welcome by the staff at the nursery and their individual needs valued and supported. Overall children's safety and well-being is managed effectively. The variety of activities and resources and most documentation support the children to make good progress in the areas of learning. Partnerships established within the community are positive and with parents are very good. The nursery evaluates and reflects on its practice which includes the staff, children and parents. This is effective in providing a shared approach to the areas to develop and improve upon in the future.

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

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

- review how children's observations and assessments are recorded which provide a more systematic approach to their achievements, interests and learning styles
- extend information available to parents with reference to specific procedures to be followed in the event of an allegation against a member of staff.

## **The effectiveness of leadership and management of the early years provision**

Staff have attended safeguarding training which is reviewed on a regular basis. Staff are informed about the procedures to take to protect children in their care. All relevant safeguarding support agencies are listed and shared with staff. However, some information in relation to allegations being made against a staff member is not sufficiently detailed in the nursery's safeguarding procedures to ensure children are fully protected. The nursery have comprehensive risk assessments which are monitored by staff and include the university's health and safety assessments. Recruitment and selection procedures are robust to ensure all relevant checks are completed for staff. There is a staff induction programme in place and all staff have regular appraisals as part of their ongoing self-development. The management and staff work together effectively to evaluate their practice which includes contributions from the local authority, children and parents. This fully informs their self-evaluation and enables the nursery to identify areas to improve upon, such as, the development of the forest area next to the nursery.

The nursery promotes inclusion well which is reflected in the staff's approach and understanding. This is effective in ensuring children feel valued and respected. The staff offer the children various opportunities to be actively involved with a wide range of cultural celebrations and festivals; to gain knowledge, understanding and experiences of their own and other cultures and beliefs. There are positive pictorial displays to support children to communicate for whom English is an additional language. Staff engage the parents to contribute information and resources about their culture which further enhance the children's experiences. There is a good range of resources and equipment both inside and outside for the children to use on a daily basis. These are suitably accessible which supports them to make decisions in what they want to do. The babies and toddlers have low-level access to their activities which enables them to see what is available and make choices. Staff are deployed effectively to ensure children's individual needs are well supported.

The relationships developed with the parents is very good and staff promote an open door policy with them. The nursery ensures parents are provided with detailed information, such as, the welcome pack, well presented notice boards and a regular newsletter. The daily contact with their children's key staff member provide regular opportunities to share information. The daily diaries for the younger children offer additional details of their children's personal care and routine. Parents have the opportunity to be a parent representative on the nursery's consultative group. This enables them to put the parents' views and needs directly to the management. Parents give very positive comments on the high level of care and support their children receive by the nursery staff. Parents have ongoing access to their children's learning files and staff welcome their contribution. Links within the community are good and the staff access other services for information, support and resources. The staff liaise with the main schools in the area to provide appropriate information regarding the children's continuity of care and learning needs as they transfer onto school.

## **The quality and standards of the early years provision and outcomes for children**

The children are happy and settle well at nursery. The staff gain information from parents about each child to enable them to support their needs and routines before they start nursery. The key person system works well to ensure both the children and parents have a consistent contact which promotes a positive sense of belonging. Staff implement the Early Years Foundation Stage well to ensure they offer the children a positive learning environment which extends their skills and abilities. The staff observe their key children at play on a regular basis which is supported with photographs and more in-depth assessments. This provides evidence of the children's ongoing interests and their next steps to progress which staff monitor to ensure these are taken forward. However, the current process for assessing children's development is often repeated which is not a clear system to ensure children's, interests and learning styles are managed to best effect by the staff.

Children are interested and engaged in what they do. The opportunities provided through the day support the children to successfully extend their learning experiences well. Children have their own name cards to enable them to recognise letters in their names. Staff are good at listening to the children to ensure they support them in their own learning which promotes their confidence effectively. Circle time encourages the children to share their news with others. Children have good opportunities to use different materials to mark make and practise their early writing skills. Rhymes and songs encourage the children in their language and communication skills. The staff use the outside forest area to promote stories in a more realistic and fun way for the children, such as, the 'Bear Hunt'. Role play allows children to begin to understand and make sense of the world around them. To use their imagination to create different situations, such as, changing the home corner to a hairdresser's shop. Children have various opportunities through the day to count and to use matching games. Children access computer programmes which supports their problem solving and literacy skills effectively. Children take part in Yoga sessions to support and strengthen their muscles and balance. They thoroughly enjoy the freedom to be outside through the day which includes the forest area. This provides good physical activities and enables the children to explore and experience nature at close hand. Children have free access to the creative resources to paint and use a variety of different mediums which enables the children to design and create for themselves. This is continued with the younger children and includes other tactile materials provided through treasure baskets.

Parents have information of the care of children when ill and the appropriate exclusion periods to reduce cross-infection in the nursery. Children are confident with the routines and know the importance of washing their hands through the day. The nursery provides healthy snacks and the university's catering department provide the daily hot meal. The selection offers children a good nutritious balance which they enjoy. Menus are displayed for parents. Safety is managed effectively by the staff in relation to the security of the premises. This includes managing risks with the children and in keeping safe when outside playing or on walks around the

campus which includes road safety. Children behave well and staff promote consistent boundaries to help the children feel secure. The staff encourage good behaviour with the children through offering positive praise and recognition of their achievements. Children help to tidy up and to be aware of others around them especially the younger children.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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