

# Joseph's Nursery

Inspection report for early years provision

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**Unique reference number** 321469  
**Inspection date** 19/05/2011  
**Inspector** Christine Tipple

**Setting address** The Pavillion, Rawcliffe Lane, York, North Yorkshire, YO30 6NP  
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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

Joseph's Day Nursery was registered in 1990. It is one of three nurseries owned and managed by the charity York Childcare. The nursery is situated in the Rawcliffe area of York and operates from a detached two-storey building where the children are cared for on the ground and first floors. There is access to an enclosed rear outdoor play area for the children.

The nursery operates Monday to Friday for 51 weeks in the year, except Bank Holidays, and is open from 8am until 6pm. A maximum of 58 children may attend the nursery at any one time. There are currently 74 children attending who are all within the Early Years Foundation Stage. Children are able to attend for a variety of the sessions. The nursery is registered to care for children over five years, but currently no children in this age range attend. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged three and four. The group supports children with special educational needs and children who speak English as an additional language.

The nursery employs 14 members of childcare staff. All hold an appropriate early years qualification at levels 2 to 6. Additional staff are employed for cleaning and cooking duties. One member of staff has Early Years Professional Status. The nursery is a member of the National Day Nursery Association, Pre-School Learning Alliance and the Clifton Early Years Partnership. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are valued and supported effectively by the staff and children are settled and secure in the nursery. The overall range of activities and resources provide effective learning experiences which enable the children to make good progress. The policies and procedures in place promote children's safety and well-being very well. Staff have positive partnerships with parents and within the community, but these are less established with other early years providers. The nursery management and staff consistently monitor and evaluate their practice, which includes the children's and parents' views and comments. This is effective in promoting a shared approach to identifying areas to develop and improve as a nursery.

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

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

- develop the outdoor play provision to maximise children's learning

- opportunities
- improve the partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care and learning is supported as children move on.

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

The staff have a good understanding of safeguarding procedures. They have updated their training and are confident to take action if they have a concern about a child. Information is recorded and shared with all staff on the relevant safeguarding support agencies. The nursery have comprehensive risk assessments, policies and procedures which are reviewed as an ongoing process and are fully shared with staff and parents. The recruitment and selection procedures are robust and provide clear details of staff roles and responsibilities and the relevant suitability checks required. Staff complete an induction programme and there are regular staff supervision and appraisals which support their ongoing self-development and training needs. The management and staff work effectively as a team and individually to monitor and assess their practice and provision. This enables them to identify their strengths and areas that require further development. This has resulted in the staff changing the process of how they observe and assess the children and in developing a sensory area for the younger children.

The space and facilities within the nursery are good and enable children to develop their learning and developmental skills effectively. This is supported with a wide selection of good resources and equipment. However, the use of the outdoor area is not yet sufficiently developed to maximise children's learning opportunities. The partnerships established with the parents are good. The key person and buddy system is well managed to offer parents a consistent contact for them and their children. The staff welcome parents each day and the nursery promotes an open door policy with them. Conversations take place on a daily basis with the parents, key staff and children to learn more about the children's interests and changing needs. The nursery holds various events throughout the year where parents are encouraged to come into the nursery to spend time with their children, such as the teddy bears picnic and Christmas activities. Parents have ongoing opportunities to provide feedback in the comments section of their children's learning journey files and they receive daily diary sheets for the younger children about their day. The nursery website provides additional lines of communication where parents can access nursery policies and procedures. Displays, regular newsletters and parent sessions provide additional opportunities for staff and parents to share information about their children. The nursery has established links with some early years providers in the community, including the local school. However, this is not sufficiently extended to fully support children's ongoing achievements, well-being and transition into school. Children have regular walks in the area and are known in the community, such as supporting local food producers by using their produce.

The staff positively promote equality and diversity through discussion with the children about different beliefs, backgrounds and cultures. The nursery supports

various charity events through the year, which develops the children's awareness of others that need help and support. Children enjoy a variety of activities which reflect diversity, such as through creative resources and being part of different celebrations through the year. They enjoy different food tasting sessions from around the world, which all enhance their understanding of other cultures. Staff are proactive in ensuring activities and resources can be adapted to enable all children to participate within an inclusive environment. The nursery invites parents to contribute information and artefacts relating to their culture and traditions which are shared with the children and staff.

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

Staff have a good understanding of the Early Years Foundation Stage. This is reflected in the activities and resources which are effective in supporting the children's learning experiences in the six areas. Staff are fully engaged with the children and they provide a balance of child and adult-led activities. Regular observations are completed and photographs taken to inform planning and evaluate children's learning. This enables staff to build on children's interests and abilities. All information is kept in the children's individual learning journey files. The monthly observations identify children's next steps to progress, which are monitored by the staff to ensure they continue to progress in all areas of learning. The staff are familiar with the babies, and toddlers' gestures and requests, such as when they need to sleep or feed, and provide cuddles and reassurance.

Children have secure relationships with the staff and the key person system is successful for parents and children. Information is sought as children start nursery to enable staff to know individual routines and needs. Children behave well and respond to the familiar routines through the day, which are flexible to enable staff to respond to the children's requests. There is a positive approach by staff to encourage and promote sharing and taking turns with the children. There are ongoing conversations with the children and staff which demonstrate children's ability to verbally express themselves and in extending their language and listening skills. The children enjoy stories and have good access to a variety of books, which include the youngest children. They access a wide selection of tools and writing materials which provide ongoing opportunities for children to mark make and for some to write their names. Children enjoy the games and activities which support them to count and use numbers confidently in their play, and to measure and use equipment to assess what floats or sinks. Children use the computer independently and help each other with a task or game, which enhances their social, literacy and number skills well. The children have opportunities to grow and nurture some plants which they can eat, such as tomatoes and potatoes. The garden area also grows herbs to enable a sensory experience for the children by smelling these. Children enjoy the opportunity to be outside in the fresh air and there are a suitable selection of resources which enable them to climb and manoeuvre themselves around obstacles. The toddlers are competent going up and down the stairs to their room. Children use scissors, jigsaws, peg boards and threading cards which promote making patterns and develop their hand and eye coordination skills very well. Younger children have various natural resources in treasure baskets

which they can investigate and manipulate for themselves. Creative activities are readily accessible for all the children through the art trolley, such as collage, felt and model making materials. The babies have a variety of tactile mediums which promote excitement when touching these, and they actively explore their surroundings which develops their curiosity and interests well.

Staff provide health care plans for children with allergies or other health needs. The staff support children to manage their personal care through the day, ensuring they wash their hands, use tissues for their noses and put their hand over their mouth when they cough. Children have meals and snacks provided which offer a balanced diet. These are prepared and cooked on site using fresh foods which are mostly sourced from local suppliers. Menus are displayed daily and there are options for some children to have a packed lunch as discussed with parents. Staff promote safety awareness through encouraging the children to put away equipment after use. They support the children to take part in acceptable risk situations and explain the consequences of these where necessary. The babies are observed by staff on a regular basis while resting or sleeping. The staff and children practice fire safety and evacuation together. Through the daily activities, children are supported to manage safety issues, such as using the equipment and resources appropriately and to be aware of others around them. Road safety is discussed with the children and put into practice as they go out on their walks. Children's progress is developing well and the nursery provides a secure foundation for future learning.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

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