

Askham Bar Day Nursery

Inspection report for early years provision

Unique reference number	321595
Inspection date	27/06/2011
Inspector	Jane O'Callaghna
Setting address	Askham Bar, Tadcaster Road, Dringhouses, York, North Yorkshire, YO24 1LW
Telephone number	01904 703702
Email	
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

Askham Bar Day Nursery is a privately owned provision, which opened in 1996. It operates from a building situated on the edge of the Askham Bar park and ride site, off Tadcaster Road in York. Care is provided in three playrooms with toilet facilities situated off the main playroom. An enclosed area is available at the rear of the premises for outside play. The nursery opens five days a week all year round, with the exception of bank holidays and one week at Christmas. Opening times are from 8am to 6pm. A maximum of 32 children may attend at any one time and there are currently 55 children on roll, of whom all are in the early years age group and of these 17 are in receipt of nursery education funding. The nursery welcomes and supports children with learning difficulties and disabilities. There are 12 members of staff working with the children. The manager holds a BA Honours in Education leadership. One member of staff is a qualified teacher, one has a Level 4 qualification in childcare, six have Level 3, one has Level 2 and one member of staff is working towards this. In addition a cook is employed. The setting receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment, where they make good progress in their learning through exciting play opportunities. Children take part in a good range of activities which are planned according to their individual interests and needs. Good leadership and management help build effective team working and all staff contribute to the ongoing development of the service through effective self-evaluation. Policies and procedures are well thought through, information is up to date and staff implement them effectively to maintain good standards. The setting is developing good partnerships with parents and carers and other settings offering the Early Years Foundation Stage. Strong risk assessments are in place to reduce hazards and maintain children's well-being within the setting.

What steps need to be taken to improve provision further?

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

- organise routines to allow children to develop their independence at meal times, for example, by pouring their own drinks or serving their own food.
- develop further the labelling of the toys and resources to ensure children learn that print carries meaning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as good recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a strong understanding of safeguarding issues; and are aware of the Local Safeguarding Children Board guidance and procedures. All of the staff have attended training in safeguarding and the management ensure that this is on going. Appropriate records, policies and procedures for the safe management of the nursery are in place. All areas and equipment are safe and suitable for young children. There are good risk assessments in place and these are recorded and dated by staff, including the outside area, the inside and any outings that children go on. Daily risk assessments are carried out in all rooms and areas that children can access by staff prior to them arriving.

Staff are supported by the manager and deputy to develop their skills and knowledge. As a result, they have access to a good range of relevant training including first aid and safeguarding. Staff are given an induction procedure and regular appraisals. The approach to monitor the effectiveness of the nursery is through regular staff meetings. Staff are clearly identifying the setting's plans for future development. The management and staff team are enthusiastic and committed to continuous improvement and regularly contribute to the self-evaluation process, both at staff meetings and whenever they feel they have information to help to improve the setting.

Effective staff deployment means that children are well supervised and supported. There is a good range of toys and resources available throughout the nursery, which allows children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. Children who have special educational needs and/or disabilities and those who speak English as an additional language are well supported throughout the nursery.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage, and there are daily opportunities for sharing information verbally in order to meet individual needs. Such discussions are supported by daily diaries that record food intake, nappy changes, sleep patterns and achievements for the children. Parents are welcomed into the nursery to share their skills and knowledge, in order to support children's learning. Parents are also given opportunities to comment and contribute in both the children's profiles and daily diaries. Staff have effective systems in place for sharing information with other settings that children attend to support their welfare and development. In particular, transition arrangements for children moving into school are effective, with reception teachers visiting the nursery and children also going to see the schools.

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

Across all age groups, children are happy and enjoy accessing the child-centred, homely environment. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. However, more able children are not currently offered opportunities to become independent at snack and mealtimes, for example, serving themselves with food and drinks. Staff are on hand to support and encourage learning during play; they interact well with children, building on what they know and can do. All children are well motivated and demonstrate they are making good progress towards the early learning goals. For example, babies vocalise happily, as they press the buttons on the toy snail and dance to the music and mimic the sounds the animals make. Staff make regular and thorough observations of children's achievements and use these to plan activities. All children's next steps are clearly identified and each child has activities planned for them around their individual interests, age and learning styles. Staff talk to parents about their children's current stage of development during initial settling-in visits. Information about their children's starting points is recorded to ensure a sound basis for future development and learning.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned craft activities, play dough and joining in with singing and action rhymes. Staff ensure that children learn about recycling through regular visits to the nearby site, where they place unwanted clothes, used cans and paper in the appropriate bins. Communication, language and literacy are fostered throughout the nursery. Children enthusiastically choose a book about the lazy ladybird and listen intensely as it is read to them joining in with the story. Younger children are able to listen to the song about Old Mac Donald's farm as staff interact with hand puppets and children excitedly make the noises of the animals. Each age group has free access to a good range of books in a quiet comfortable area, which encourages children to look at and enjoy them. Children's vocabulary is developing well; staff engage children in conversations and listens to children and respond appropriately, encouraging them to think for themselves. For example, children get excited at circle time as they do the daily calendar and know that today is Monday and recognise the letter M. Children of all ages are very sociable and talk to their friends about what they did at the weekend and about the birthday party they attended.

Children are interested and enthusiastic to learn. Their knowledge of the world around them is effectively promoted through a sound range of resources, celebrating festivals and engaging in discussions about different countries. All children have opportunities to learn about information and communication technology. More able children have opportunities to develop their skills on the computer as they confidently use the mouse to play the games with good support from staff. Younger children also learn about technology through a wide selection of press button toys and also they are all able to access a well resourced sensory area. All children have a good selection of toys that they can choose from, along with good interaction from staff. Although in some areas, toys and resources are not easily identified through the lack of labelling to encourage children to learn

print carries meaning.

Children are provided with regular access to the outdoor play areas throughout the day. They enjoy this area and the good range of available resources as they ride the bicycles manoeuvring them around the other children and build in the sand tray. In the outside area children are keen to look at the plants and vegetables that they are growing. They also get opportunities to do music and movement, play with the parachute and babies climb on the soft play shapes and dance to the music from the variety of musical play gyms available. This ensures that physical activity promotes a healthy lifestyle with children. They learn about the local community through going on a variety of visits within the area. For example, they visit local museums, farms, lakes to watch the fishing and feed the ducks and talks from the local police. They are provided with healthy snacks and meals and learn positive routines of hygiene through free access to hand washing and toilet facilities and younger children use disposable wipes. The nursery environment is maintained to a good standard of cleanliness, which further promotes children's good health. Children's behaviour is good and staff act as positive role models, offering consistent praise and support, which raises children's self-esteem. More able children are aware of the boundaries of the setting and use good manners as they speak to each other and the staff. They are rewarded with certificates after reaching the top of the rocket display for helping other children and when being asked to be the snack helper. Younger children are appropriately nurtured and praised for their achievements, which promotes their sense of well-being. Staff make sure safety precautions are in place so that the children can move freely, explore and investigate within the setting. Children learn about safety through the regular practicing of fire drills, themes on road safety and visitors from the emergency services. This ensures that children are cared for in a safe and caring environment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

Outcomes for children in the Early Years Foundation Stage	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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