

Regent Private Day Nursery

19-21 Regent Road, Skipton, North Yorkshire, BD23 1AT

Inspection date

09/10/2012

Previous inspection date

07/12/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff build on children's interests when planning activities, which means that children are engaged and interested in their learning.
- Staff are responsive to children's individual needs, for example, they amend activities or provide additional resources to challenge children in their learning.
- The established key person system means staff know the children in their care well. Children settle in quickly as staff give high priority to helping children feel settled and secure.
- Trusting relationships are formed with parents who are happy with the service provided and appreciate the warm and welcoming environment. They feel their children make good progress.
- Robust safeguarding policies and procedures are in place, which means the children are protected and feel safe.

It is not yet outstanding because

- While staff are always talking with the children and are alert to their needs they do not always use open questioning to fully promote children's thinking; and the outdoor area is less well-resourced to support children's literacy and language acquisition.
- The self-evaluation does not precisely identify areas for improvement and staff appraisal systems are not yet firmly embedded to enable individuals to fully focus on how they can improve their practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector undertook a tour of the premises
- The inspector observed activities and routines in all of the rooms and the outdoor area. This also included a joint observation with the manager.
- The inspector interviewed the manager and the key workers of a sample of children.
- The inspector viewed a sample of records, home/nursery books, staff files and key policies. The self-evaluation was received and read prior to the inspection.
- The inspector interviewed a number of parents.

Inspector

Geoff Dorrity

Full Report

Information about the setting

Regent Private Day Nursery opened in April 1988 and is privately owned. It operates from a converted detached house on the outskirts of Skipton. The children have access to four playrooms; the children under two years being on the first floor and children aged two to five years on the ground floor. It has extensive outside play facilities. The nursery serves the local community and the wider district, including Harrogate and Leeds. There are

currently 46 children on roll. The nursery provides free early education funding for three- and four-year-olds. Children attend for a variety of sessions. The nursery is open each weekday from 7.30am until 6pm all year round. This nursery is registered with Ofsted on the Early Years Register. There are nine members of staff, eight of whom hold an early years qualification at NVQ level 3. One holds a degree in Early Childhood Studies and one has Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the systems for self-evaluation and professional development to precisely identify areas for development
- enhance the outdoor area to better support children's literacy and language acquisition and ensure all staff use open questioning to further improve children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in the nursery. Staff are skilled in observing and planning activities to meet children's individual needs. They know the children well, accurately assessing their stage of development and planning their next steps in learning.

The indoor environment is organised into separate rooms for each age group, and is well resourced to provide an educational programme across the seven areas of learning. Displays of photographs and children's work further support children's learning, for example a beach party display focuses on the sounds of water highlighting the 'sh' sound, which helps children develop their language skills. Effective planning covers the prime and specific areas for each child within themes and topics. These are suggested by the children based on their interests and experiences, ranging from transport to favourite stories, which helps to keep children motivated and interested.

The outdoor area is used extensively and is an exciting and well-resourced area. Large equipment enables children to develop their physical skills. The use of camouflage material to make tents and dens create imaginative spaces for children to enjoy a story or develop their role play. The wildlife pond promotes children's interest in the natural world and their understanding of the world is further enhanced as they grow fruit and vegetables in the garden. This area was effectively used for the nursery Olympics as part of their topic on

healthy living. This included a visit from a doctor who talked about healthy foods and brought x-rays for children to develop an understanding of their body structure. However, the use of the outdoors to promote other areas, such as language acquisition and literacy are less well considered.

There is a good balance of adult-led and child-initiated activities. For example, older children enjoy designing a teddy bear and exploring a range of materials and media, while other children venture on a bear hunt with a member of staff.

Staff generally use open questioning when talking with children to develop their thinking. When discussing journeys a child is asked 'Where did you go?' 'What did you do?' 'How did you get back?' enabling the child to recount their experience in sequence. However, this does not always occur, which means some learning opportunities to prompt children's thinking and imagination are occasionally missed.

Partnership working with parents is actively encouraged and parents comment positively on how well they are informed about their child's progress. They are consulted when their child first starts, and then through conversations at the beginning and end of the day, daily diaries, learning journals and a formal parents' evening. Favourite character cards are a recent introduction to promote activities and games for parents to play at home to support their child's learning. Significant milestones are recorded and celebrated with parents, such as when a child takes their first steps in the baby room.

The contribution of the early years provision to the well-being of children

There is a well-embedded key person system in place. Staff are extremely knowledgeable about the individual children in their care. Nappy changing and sleep procedures are followed effectively. Staff's warm and attentive care helps babies and young children feel extremely at ease and therefore confident. Staff are alert to the feelings of children, and do not ignore them. If a baby appears upset staff use favourite songs or comforters to help them settle. Older children are confident in expressing their thoughts and feelings, for example, explaining that they are tired but happy. Laminated photographs of the youngest children's familiar adults and family members are used as teaching and learning aids, which helps children to feel secure as well as develop their descriptive language ability.

For those children who have allergies or specific dietary requirements there are effective procedures for ensuring their specific dietary needs are known and met. This includes the child's name and dietary needs being prominently displayed in the food preparation area. Menus are prepared to encourage the children to eat a healthy diet. Positive attitudes and awareness are fostered further by growing fruit and vegetables in the garden area. Daily routines for hand washing before meals and after lunch are securely embedded and undertaken independently by older children.

Meal and snack times are excellent. The staff's high expectations mean that children competently serve themselves with cereals in the morning, vegetables at lunch and help make their own sandwiches. They also assist in washing up afterwards giving them a sense of responsibility. These periods are very sociable occasions and actively contribute

to the children's social development.

Staff are also skilled at being observant and flexible in their approach. For example, as a young child pushes buttons and pulls strings to activate sounds on a soft toy, a member of staff provides a piano to extend this activity. This keeps the child engaged in learning while promoting their physical development effectively.

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

Policies and procedures are implemented by staff effectively. The management team demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Risk assessments are in place and the maintenance of the premises and management of other safety systems are good. The children are safeguarded through robust recruitment and selection processes. Staff are fully aware of the procedures to follow in the event of a child being abused. As a result, children are safeguarded.

Regular meetings allow staff to explore ideas and contribute to the development of the provision and activity planning. The manager monitors the delivery of the educational programmes, planning and assessment, through regular meetings with the officer in charge. Planning reviews are held weekly with senior officers with a focus on individual children. Staff moderate assessments internally to ensure their accuracy and the key person system is constantly kept under review. Consequently, staff have an accurate understanding of children's skills, abilities and progress.

Development of the staff team is a high priority of the management and all staff are now qualified at or working towards a qualification at level 3. The management team monitors staff performance through observation of practice. A formal appraisal system has been introduced but this is not yet fully embedded to enable individuals to fully focus on how they can improve their practice. Self-evaluation identifies the achievements of the nursery but does not precisely identify areas for improvement. However, in recognising this, the manager has employed a qualified teacher to act in the role of consultant with a focus on improvement. She has made some improvements recently by restructuring the staffing arrangements and consequently the learning programmes and the care for children are effective.

Good transition arrangements are in place with school staff visiting the nursery to meet the children, and visits taking place to the schools the children will be attending. This means that children feel secure as they move away from the nursery. Referral routes to other professionals are in place if needed to ensure that children are fully supported and no child is disadvantaged.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	400129
Local authority	North Yorkshire
Inspection number	819224
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	36
Number of children on roll	46
Name of provider	Susan Margaret Hall
Date of previous inspection	07/12/2010
Telephone number	01756 792704

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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