

# Abbey Place Day Nursery

1 Church Avenue, Selby, North Yorkshire, YO8 4PG

## Inspection date

30/10/2012

Previous inspection date

15/02/2012

## 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

- All practitioners have a secure understanding of how children learn. They make the most of every opportunity to promote children's learning through a broad and well-balanced curriculum.
- Children are happy, active and enthusiastic to learn. They behave extremely well and show signs of becoming confident and independent learners.
- The well-established key person system helps children form strong attachments enabling them to benefit from an enjoyable early years experience that secures their future learning.

### It is not yet outstanding because

- Fully effective procedures to support secure partnership working with other providers and settings children will use are not yet firmly established.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed babies and children's activities indoors and outside.  
The inspector looked at children's assessment records, planning documentation,
- evidence of practitioners suitability, the provider's self-evaluation form and a range of other documentation.  
The inspector took into account the views of parents spoken to at the time of the
- inspection and the aspirations of the owners leading to improvement of the provision.  
The inspector carried out a joint observation of children's outdoor activities with the
- nursery manager to contribute towards judgements of staff performance and the quality of teaching and learning.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

Abbey Place Day Nursery Limited is one of two privately owned and managed settings. It was registered in 1993, although current ownership commenced early 2012. The provision

operates from the Old Vicarage close to Selby Abbey in the centre of Selby, North Yorkshire. It consists of three main rooms on two different levels, with kitchen and staff facilities. There is a staircase, but no lift, to the first floor. A fully enclosed area is available for children's outdoor play. The provision opens Monday to Friday from 7.30am until 6pm all year round, except bank holidays and between Christmas and New Year. Goldfish are kept as pets.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 89 children on roll, all of whom are within the early years age group. Children are able to attend for a variety of sessions. The provision provides funded early education for two-, three- and four-year-olds. It supports children who use English as an additional language and those with special educational needs and/or disabilities. The provision employs 16 members of staff who work directly with the children. Of these, one is qualified to level 4, 11 are qualified to level 3 and one at level 2. There is one unqualified but very experienced staff member. One of the owners is a qualified teacher and the other provides managerial and administrative support when required. The provision is a member of the Early Years Childcare Alliance. The setting receives support from the Local Authority.

### **What the setting needs to do to improve further**

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

- improve the effectiveness of arrangements for information sharing and partnership working with other providers and schools in order to fully support continuity of care and learning and help children make progress.

### **Inspection judgements**

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

Children are consistently well occupied, active and enthusiastic in their learning. All willingly take part in a broad range of activities and exciting learning experiences. Their high levels of engagement reflects positively on their exemplary behaviour. Practitioners are confident in their approach to children's learning. They make learning fun, relevant and interesting. They expertly use what they know about the uniqueness of each child to inform and guide the programme for learning. The planned range of activities includes a good balance between child-initiated play events and those led by adults. Practitioners are skilful at observing children and listening to what they have to say. They help children to remember what they have learnt and also to think about new possibilities. For example, when asked what they might do with the seeds they have helped to scrape out of the

pumpkin in preparation for the Halloween activities, children make pertinent suggestions. They share their excellent ideas, proposing to make pictures, soup or use the seeds to plant in the ground or to feed the birds.

Practitioners have high expectations of children encouraging them to be independent, kind, caring and respectful of others. They take part in community events and develop a growing awareness of the world in which they live. For example, they learn about traditional and cultural festivals, different languages including Makaton and what it means to have good manners. Children know they should not push, hit or hurt others. Their opinions are valued, such as considering what to do with the leaves they have collected from the garden. Some leaves are painted and glitter applied to make sparkly pictures, others are used for a sequencing exercise and to talk about their colour, shape and size. The wide range of toys and resources are made available so that children can decide what they would like to use. They choose to play indoors or outside and the wide range of activities in the outdoor learning environment successfully complements and matches those provided inside.

The well-established key person system effectively helps babies and children feel safe and secure forming a sound basis for learning and development. Parents are invited to share what they know about their children and continue to be involved in ongoing assessments of their child's learning journey. They are included in children's transitions across the provision and frequently engage in conversations with practitioners regarding children's progress, welfare and well-being. This includes the parents of two-year-olds as part of progress checks to identify progress or raise any concerns leading to early intervention. Children's progress is systematically tracked across all areas of learning and records show that all are comfortably working within the typical range of development expected for their age. Practitioners are aware of children who need additional support and those who require further challenge. High levels of communication include strategies to meet the needs of children whose first language is not English. Excellent use of clear photographs supports the youngest children to understand, such as the daily routine or how to thoroughly cleanse their hands in the bathroom.

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

Practitioners are very well deployed throughout the provision to ensure children's safety, welfare and well-being. Children who are learning to adjust to being separated from their parents are sensitively distracted by practitioners and soon settle down. Warm, trusting and caring relationships are fostered and firm attachments are formed. Children are helped to take responsibility for their own safety through positive messages provided by adults. For example, they are reminded what might happen if they climb and fall and the dangers of using sharp knives when children observe an adult preparing a Halloween pumpkin. The provision of healthy snacks and regular access to fresh air and physical exercise plays a major part in children's good health and well-being. Physical skills are not just restricted to children's use of bikes to ride or apparatus to climb and balance. For example, they are encouraged to be creative outdoors and act out the story lines and character roles they hear from the many favourite books they have read to them. Parents provide children's meals but cooking and tasting activities frequently take place. This

includes experiencing authentic food as part of the Chinese New Year celebrations or making green buns to eat at the Halloween party.

The warm and welcoming environment is extremely conducive to children's learning. The wonderful wall displays portray a diverse range of creative skills children are acquiring including painting, printing, collage, threading and colouring. There are mini exhibitions with interesting objects to look at and cosy areas created with comfortable seating and soft furnishings to help babies and children rest and relax. A host of sensory activities are provided for the very youngest children to explore including experiencing the texture of coloured pasta and delicate fabrics draped from the ceiling. Nappy changes, sleep and feeding routines are personalised according to the individual needs of each child as opposed to routine. Close relationships and a good exchange of information helps children adjust as they transfer through the setting. Well supported by 'settling-in' visits in liaison with the wishes of parents, children are well prepared for a change of environment. Links are established with other providers in the area including local schools but are not yet firmly embedded to include other settings children may attend.

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

Leadership of the provision is strong based on a clear determination to ensure the needs of children and parents are a priority. The manager with day-to-day responsibility for the operation and management of the provision is a clear presence in all rooms. This builds good relationships with parents, forms appropriate bonds with children and supports ongoing staff performance. There is a clear system in place to monitor working practices of all staff supporting their professional development. Practitioners respond by being confident and accomplished at delivery of a broad and balanced curriculum to help children make good progress towards the early learning goals.

The senior management team have rapidly responded to meet the changes of the recently revised Early Years Foundation Stage. They have reviewed all policies, procedures, record keeping and documentation leading to the monitoring and tracking of children's development. Improved systems for planning, observation and assessment result in an accurate understanding of all children's skills, abilities and progress. Arrangements for safeguarding children within the provision and when they are taken out into the community for walks and outings are good. Aspirations for the future are high and self-assessment systems include the views of parents, children and professionals. Parents spoken to at the time of the inspection were extremely complimentary. All felt they were kept very well informed, that their children were happy, content and extremely well supported to settle quickly and be fully involved in all activities and learning experiences. None could identify any areas for improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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.

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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	400112
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<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	819223
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Abbey Nurseries Limited
<b>Date of previous inspection</b>	15/02/2012
<b>Telephone number</b>	01757 213526 (M)07711 545162

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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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