

# House Martins Day Care Centre

6 St. Michaels Street, Malton, North Yorkshire, YO17 7LJ

<b>Inspection date</b>	10/12/2012
Previous inspection date	28/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The staff are consistent within the nursery and support the children through caring relationships that enable them to be settled and secure.
- Staff support the children's interests very well and this is effective in promoting children's ongoing learning and progress.
- Children are interested and engaged in their play and are supported with a variety of quality resources and activities that motivate the children well. This is reflected in their positive behaviour and their confidence in what they can do.
- The partnerships formed within the community, other professionals, schools and parents is a key strength of the nursery in meeting individual children's ongoing needs.

### It is not yet outstanding because

- The monitoring of staff performance and the impact on practice is not yet sharply focused in order to identify areas for staff to further improve and develop.

## 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 activities in the playrooms and outside areas used by the children.
- The inspector held discussions with the management and staff throughout the inspection.
- The inspector looked at children's learning journey records, planning and a selection of policies, procedures and other relevant records and documentation.
- The inspector took account of the views of parents spoken to on the day and written feedback.

## Inspector

Christine Tipple

## Full Report

### Information about the setting

House Martins Children's Day Care Centre was registered in 1999. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted two storey building in the centre of the town of Malton and is privately owned and managed. The nursery serves the local and

surrounding rural areas. The nursery operates from two floors in the main building and the single storey adjacent converted barn. There are two fully enclosed areas available for outdoor play one is on site and the other is accessed across the road from the nursery.

The nursery employs 15 members of child care staff. Of these, 13 hold appropriate early years qualifications at level 3 to 6, one staff member has Early Years Professional Status. There is additional support staff including a cook.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and disabilities. The nursery is a member of the Early Years cluster group for the area.

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

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

- improve the monitoring of information from staff appraisals to evaluate impact of staff practice with the children and identify areas for further development.

### **Inspection judgements**

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

Children make positive progress relevant to their individual starting points. Parents share information prior to their children starting the nursery. This informs the key person of children's routines, needs and interests and supports the children to settle in. This provides a positive and caring approach in developing children's personal, social and emotional needs. Staff observe the children on a regular basis to inform them of what they enjoy and their current interests and to build on these through their planning. This ensures they start from what a child can do and provide resources and activities that effectively engage and motivate them. Staff use the information from the children's observations and assessments to identify their next steps to progress. This is monitored by staff to identify any gaps in the children's learning and development. Parents are actively encouraged to contribute to their children's learning. This is through sharing in their children's assessment and having the opportunity to add their comments which are valued by the staff.

The older children through circle time talk about 'people who help us'. Children name the vet and nurse who provided a child with her 'penicillin'. From this, children offer further information about a granddad who had been a policeman and another child's father a bus driver. This enables children to make links with home and their families and encourages them to share their news with each other. This extends their listening and communication skills very well. The babies and toddlers enjoy looking at their family photographs and happily point to 'mummy, granddad' and the family cat. This is effective in the support of their personal, social and emotional needs in sharing their 'special people'.

All the children go out on a daily basis to play and have fresh air. The older children have ongoing access to their outdoor space and the addition of the cover enables them access all year. The resources outside are an extension of the inside, covering all the areas of learning very effectively. Children also use the garden which is close to the nursery where they grow vegetables and have dens and a tree to swing from and climb up. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development and their confidence and growing independence. Younger children have a good selection of sensory resources to feel and squeeze and use dry and wet resources to paint and print with. Older children readily use the materials to make their Christmas decorations or cards. There is a wooden work bench where they use real tools to make and create with. These provide all the children with good experiences of exploring and using different mediums and materials. Children are well prepared for the next stage in their learning as the staff provide good support for the children in the prime areas of learning. This covers their physical skills, communication and language and their personal, social and emotional needs very effectively. This enables them to move on to other areas in the nursery and early years settings with confidence.

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

Children are happy to come into nursery and this enables them to be confident to access the wide selection of good quality resources and activities. All the children move around their areas freely, making choices in their play as the resources are at their level. This is effective in promoting children's independence to follow their interests in what they do. Children readily seek comfort and support from staff due to the close relationships formed and having a consistent staff team. Children's behaviour is managed sensitively by staff recognising the children's different needs and how they respond to them. Positive behaviour is recognised and praised with the children and staff encourage skills, such as sharing and turn taking. Respecting each other plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff are calm and provide reassurance to the children enabling them to develop a positive sense of belonging from an early age. Support for children moving areas in the nursery are well planned and enable parents and their children to feel comfortable with their new key worker and surroundings.

Safety is managed effectively through all areas of the nursery. Children are supported to use the range of resources, tools and equipment safely as staff guide them, but enable them to take levels of risk. For example, when in the garden or using scissors and other

utensils to cut with. Children go into the town with staff this reinforces how they cross the road safely. The nursery provide the children with all meals and snacks. Food is prepared on site by the cook and promotes a very good selection of fresh vegetables, fruit, fish and meat. Menus are displayed for parents and these are on a four week cycle to ensure children have a variety of foods to try. Older children help to set the tables and serve themselves, such as, at snack time and for seconds at dinner time. Babies and toddlers eat in their own rooms, which supports their social interaction at this time. Children all have their individual water bottles which they freely access through the day. The children have easy access to the antibacterial hand wash and use these as part of their hygiene routine throughout the nursery. This is very effective in fostering children's understanding of keeping healthy and safe.

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

The nursery have completed their self-evaluation which includes contributions from staff, parents and the children. This is effective in providing information on the continuous development of the nursery. For example, providing a cover for the outside area so it is accessible to the children all year. To provide further opportunities for parents to share in their children's learning journey. The staff have a good understanding of the Early Years Foundation Stage to provide effective activities and learning experiences for the children so they make ongoing progress. The management's support for the staff is positive and there is access to various training courses and higher qualifications. However, the monitoring of the staff's performance does not yet provide a more focused evaluation to identify areas to further improve and develop staff practice with children.

Children are well protected due to the informed safeguarding procedures and staff's understanding of child protection and safety issues. All staff have updated their safeguarding training and the policy and procedures are reviewed and implemented consistently and shared with parents. The recruitment and selection procedures follow guidelines to ensure all appropriate checks are completed and staff are suitable to work with the children. These are currently being reviewed as part of the nursery's monitoring process. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team.

The partnership with the parents is very good. The open door approach enables parents to talk with their key person and other staff as and when they need to. The parent welcome pack provides the initial information about the nursery and its provision. The settling in process is personalised for each child. The daily information sheets keep them informed about their children's day and other care needs. Regular newsletters and the information boards ensure parents are kept up-to-date about the activities, other events and menus. The nursery provide a parents evening to enable them to discuss their children's progress. Other social occasions are offered to engage them further in the nursery, such as the Christmas concert. This continues to be extended as staff look at introducing stay and play sessions and open mornings. Parent feedback is very positive giving high praise to what the staff provide for their children and how happy they are to come to nursery. Staff are

very welcoming and supportive, such as setting up speech and language support for children. Parents also access the book and resource library. This enables them to choose activities to use at home, such as the baking set or to read together their child's favourite book from nursery. This provides a positive shared approach to children's learning experiences both at home and in the nursery. Parents commented on the positive changes in their children's social skills and in their language development. They enjoy reading their children's assessments and being able to contribute to these.

The relationships with other providers particularly the schools is very good. Information is readily shared and both staff in the nursery and school carry out joint visits. The 'transition to school bag' provides a wealth of information and photographs of the different schools and a booklet which is shared with the children and parents. This supports a well planned and positive transition into school. The nursery work with other agencies and professionals to provide an accessible and inclusive service for children and parents.

### 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.

## 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

<b>Unique reference number</b>	400095
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	893234
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Marsha Turnbull
<b>Date of previous inspection</b>	28/07/2009
<b>Telephone number</b>	01653 692020

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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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