

Joseph's Nursery

The Pavillion, Rawcliffe Lane, York, North Yorkshire, YO30 6NP

Inspection date	25/02/2013
Previous inspection date	19/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled in the nursery because they have positive relationships with staff.
- Children's creativity is embraced and encouraged by staff, who ensure there are a variety of craft materials for children to access and explore.
- Children are adopting healthy lifestyles because staff support them to grow a range of vegetables. In addition, children access the outdoors daily to develop their physical skills.

It is not yet good because

- Staff do not engage with children to a consistently high standard and the monitoring of children's progress is not fully embedded. As a result, challenging and motivating experiences and children's next steps are not always planned, in order for children to make good individual progress in their learning and development.
- Partnerships with other settings have not been developed and parents are not fully supported to understand how they can extend children's learning at home. Consequently, children's learning is not consistently supported.
- Staff do not consistently remind children of the rules and boundaries in the setting. This means children occasionally take inappropriate risks and are unaware of the possible dangers.
- Staff are not fully aware of the weaknesses of the setting and this impacts on their ability to consistently improve the provision.

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 children in the two base rooms and the outside area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager and two parents.
- A range of documents in each base room were inspected, including observations, planning, tracking and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, training certificates and a range of policies and procedures.

Inspector

Laura Hoyland

Full Report

Information about the setting

Joseph's Nursery was registered in 1990 and is one of three nurseries owned and managed by the charity York Childcare. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a

detached building in the Rawcliffe area of York. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including three members of staff with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable experiences for children in all areas of learning and development by using robust observation and assessment of children's learning to identify their next steps, planning for individual children and using positive interaction
- develop partnerships with other providers of the Early Years Foundation Stage and strengthen relationships with parents to ensure children's learning and development is consistently supported outside the setting to ensure they make good individual progress.

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

- develop the educational programme for personal, social and emotional development by supporting children to understand possible dangers in the environment and what behaviour is and is not acceptable
- improve systems for self-evaluation to inform priorities and set challenging targets for improvement.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They observe children and plan activities taking into consideration what they like to do. However,

children are not individually planned for and their next steps are not clearly identified in order to support them to make good individual progress. There have been several changes to the way staff plan for children and, as a result, the current system is not fully embedded. Consequently, planning is not always effective in providing children with motivating learning experiences which consistently support their progress towards the early learning goals.

Children enthusiastically create pictures using coloured matchsticks and a variety of collage materials. They proudly show their finished pictures to staff, who praise their work. This supports children's self-esteem as well as their expressive art and design skills. Children use their imaginations while rolling play dough and discuss with friends the toppings they are going to put on their blue glittery pancakes. They use their small muscle skills as they manipulate the dough and use rolling pins and cutters to make shapes. Children access a range of well-maintained resources and engage in play with their friends. However, staff are not consistent in engaging with children to extend their learning. For example, they fail to notice that children are struggling to play with the sand because the sandpit is full of plastic toys. This means children are not always challenged effectively to ensure they reach their full potential in relation to their starting points.

Children enjoy a range of activities to develop their communication and language skills. They listen to their favourite songs and dance to the music. They also take part in singing before meals and enjoy a story where they actively move and join in with the narrative. Children with communication and language delays are fully included in all activities and staff use Makaton sign language to reinforce the verbal language they are using. This means children are making steady progress in their development and the gaps in their learning are closing.

Parents are welcomed into the setting and staff regularly tell them what their child has enjoyed during the session. Staff have begun to liaise with parents regarding the Early Years Foundation Stage progress check at age two and they have a positive attitude to sharing children's progress in the setting with parents. However, there is scope to further strengthen partnerships with parents by sharing information on ways they can support their children's learning at home.

Children are developing basic independence skills. For example, they access the bathroom and wash their hands after toileting and before meals. Furthermore, they are learning to dress themselves, putting on their coats and shoes as they prepare to access the outdoor area in the cold weather. These skills are beginning to prepare children for their transition to school.

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

Children settle on arrival at the setting and leave their main carer with confidence. They find their friends to play with and wave to their parents as they leave. This demonstrates that children feel safe and secure in the setting. All children have a key person who knows them well and supports them to settle into the setting when they first start. Staff liaise with parents to learn children's routines and find out what they like and dislike. This helps

staff to meet children's individual care routines effectively and ensures children have continuity of care between home and the setting.

Children are confident and have formed firm friendships with their peers. They enjoy playing together but often become boisterous and sometimes fail to take account of the needs of younger children. This has a tendency to result in children upsetting each other's play and sometimes climbing on the furniture. Although staff are aware of occasions of negative behaviour and they observe children taking inappropriate risks, they are not consistent in reminding children of the rules and boundaries of the setting. This means children do not quickly learn what is acceptable behaviour and how to keep themselves safe from harm.

Children are supported to understand the importance of leading a healthy lifestyle. For example, they are provided with nutritious meals and snacks throughout the day. Children are learning about growing vegetables outside and bring them into the setting to prepare for meals. This means they are beginning to understand where food comes from and the importance of eating fresh fruit and vegetables. Children understand the importance of washing their hands and they do this independently after using the toilet and before meals. This supports them to adopt positive hygiene procedures. In addition, children have daily access to the outdoor area where they practise skills to develop their large muscles. Children also enjoy regular access to the wooded area in the garden that staff have developed to provide them with a range of experiences in the natural environment. This supports children to learn about nature and the environment they live in.

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

Children are suitably safeguarded in the setting because staff have attended safeguarding training and understand the signs and symptoms of abuse. They are aware of the course of action to take if they have a concern regarding a child's welfare or if an allegation is made against a member of staff. All staff have been subject to a comprehensive recruitment procedure and have been checked to ensure they are safe to work with children. Staff regularly meet with the manager and discuss their training needs, and courses are accessed to update their professional development.

There is a well-established management team in the setting and the manager is aware of her role and responsibilities. She regularly discusses children's progress and planning with staff. However, this is not always consistently monitored to ensure children make good individual progress. The management team have a positive attitude to continuous improvement and have started to reflect on their practice. For instance, they have begun to complete the Ofsted self-evaluation form taking into account the views of children and parents, although this is yet to be fully embedded. Consequently, priorities for improvement are not yet precise and challenging, and realistic targets have not been set.

Parents are welcomed into the setting and are able to access the setting's policies and procedures. This means they are aware of how the setting is managed and how children are supported. An incident which occurred since the last inspection required Ofsted to set

an action requiring the management to keep a written record of any complaints made and their outcome. The manager has promptly put this into place to ensure all concerns are clearly logged and dealt with appropriately. Relationships with parents and external agencies are generally good and staff seek advice and support from the local authority when required. However, partnerships with other Early Years Foundation Stage providers are yet to be established in order to share information about children's learning and development.

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

Unique reference number	321469
Local authority	York
Inspection number	902436
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	50
Name of provider	York Childcare Limited
Date of previous inspection	19/05/2011
Telephone number	01904 651767

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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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