

Abbey Fields Day Nursery

Unit 4c, Selby Business Park, Bawtry Road, Selby, YO8 8NB

Inspection date

18/03/2013

Previous inspection date

05/05/2009

The quality and standards of the early years provision

This inspection:

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

- Children settle well in this welcoming setting because staff are genuinely pleased to see them each day. Consequently they happily leave their parents and carers on arrival, are keen to take part in the activities and enjoy their learning.
- Children are well protected and kept safe from harm because staff who care for them are thoroughly vetted to ensure their suitability.
- Children's needs are known and effectively met because staff give high priority to working in partnership with all parents and carers. As a result, the care children receive is a true reflection of their home life.
- Children learn to behave well because staff acknowledge their efforts and achievements with meaningful praise. This means they become confident in what they can do and are not afraid to try new experiences.

It is not yet outstanding because

- Older children are not supported fully in developing their very good writing skills because staff do not consistently ensure resources, such as pencils and crayons, are maintained in a good condition so they can be used effectively.
- Children in the toddler room do not have consistently rich opportunities to develop a love of reading as the range of books they are able to access and look at independently is not as wide as possible.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the premises and observed children playing in all areas.
- The inspector met with the manager and the principal.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Abbey Fields Day Nursery was registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was set up in partnership with the local authority and is privately owned. The nursery operates from a two storey building on Selby Business Park close to the town centre of Selby in North Yorkshire. It serves the local community. Children aged under two years are cared for in one room on the first floor, which has a separate sleep room and sensory room. Toddlers, pre-school age children and children attending the before and after school club are cared for in three areas on the ground floor. There is a fully enclosed outdoor play area to the rear of the premises. There is no lift access to the first floor.

The nursery employs 19 members of childcare staff, including the manager and principal. Of these, ten hold an early years qualification at level 3, two hold a foundation degree qualification and one is a qualified early years teacher. The nursery opens Monday to Friday all year round, with the exception of one week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm, this includes before and after school care for children attending various local schools. Children attend for a variety of sessions and there are currently 104 on roll, of whom 85 are in the early years age group. The nursery provides funded early education for two, three- and four-year-old children and provides support for children with special educational needs and/or disabilities. The nursery 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:

- enhance the educational programmes for literacy by; consistently maintaining resources, such as pencils and crayons, in a good condition so that older children can use these effectively when drawing and writing
- enhance the educational programmes for literacy by; increasing the range of books in the toddler room that children can access independently, to support them in developing a love of reading from an early age.

Inspection judgements

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

All staff have a good understanding of how young children learn and develop. They enable them to direct their own play according to their interests and also extend their learning through group activities. This enables children to learn independently and from each other. For example, one child becomes fully immersed as she chooses to play with dolls. She confidently acts out real life situations as she cuddles and feeds her 'baby'. This enables children to develop good imaginative skills. Staff lead activities, such as baking, so children can learn about processes and develop their understanding of mathematical concepts, such as measure. Children are keen to be involved and are motivated to learn. Consequently, they make good progress towards the early learning goals and are well prepared for when they move on to school. Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of their abilities in all areas. Staff give high priority to encouraging parents to play an active part in their children's learning. For instance, they can borrow library books to share at home. Parents are actively encouraged to share information about their children's learning outside the nursery. For example; one parent discusses how her child's vocabulary has increased as she has learnt several new words at home. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development.

Staff provide a welcoming and stimulating environment for children to play and learn. All playrooms have a wealth of colourful displays that include good examples of children's work. Areas are provided where children can sit quietly if they wish and toys and resources are all presented at their level, so they can choose from these freely. Older children, for instance, have an area where they can access materials to make marks. However, staff do not consistently ensure that items, such as pencils and crayons, are sharpened regularly. This means children cannot always use them effectively when they want to draw or practise writing their name. Staff pay good attention to promoting children's communication and language development. Opportunities to join in with rhymes and to listen to stories as a group play a major part in the children's day. Toddlers become fully immersed as they join in with the rhyme 'down in the jungle'. Staff have taught them to use simple signs as they sing and they confidently use these as another way of communicating. For example, they know how to make the sign for a hippopotamus and a giraffe. Staff encourage older children to predict what might happen next as they read stories to them and to join in with familiar refrains. This enables children to develop good listening skills and to anticipate key events. Books are readily available for children to access independently in all rooms. However, the range in the toddler room is limited and some of the books are torn and have pages missing. This means children cannot use them as effectively as possible to support their love of reading.

Staff give high priority to enabling babies to learn through exploring different materials and textures in open-ended ways. This very effectively supports them in making sense of their world as they learn through their senses. For instance, in the sensory room one child picks up a metal spoon. She makes connections as she puts this to her mouth as she would at meal times. She then shows curiosity as she sees her reflection in the bowl. Another child becomes fully immersed as she picks up pieces of cooked, coloured spaghetti from a tray. She is intrigued as she watches these dangle from her fingers. A member of staff then extends the child's learning by showing her how to pat a piece of

paper onto the mound of spaghetti to make a print.

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

All staff are diligent in carrying out their role as children's key persons. They give high priority to working closely with parents which makes the transition into the nursery a pleasant experience. For instance, pre-placement visits are tailored to meet individual needs and parents are provided with digital footage of their children's first days. This helps to reassure them that their children are settling-in well. Parents of very young children are also asked to provide photographs of important people in their children's life, which staff make into individual books. The books are available for children to access at any time if they need reassurance through reminders from home. Staff develop close and trusting bonds with children. For instance, youngest ones snuggle into them when they are feeling tired or just need a little reassurance. Older children know who their key person is and that they take a particular interest in them. Displays show drawings they have made of their key person and include captions of what they like about them.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, pre-school children are fully involved in drawing up the 'rules' for their room. These are displayed and show children have 'signed' to say they agree to these. This ensures children work in harmony together and show respect for each other. For instance, one child spontaneously apologises when she accidentally bumps into another. Staff are specific with their praise and acknowledge children's efforts as well as their achievements. This means children develop confidence and a growing sense of self-esteem. For instance, one child is keen to show the inspector how he has successfully created a robot using construction resources. Staff actively encourage children to develop their independence and to keep themselves safe. For example, they explain about the importance of tidying away toys after use to prevent trips and falls. Children are taught to stack their plate up when they have finished eating and to put items, such as empty yogurt pots, in the bin to keep their environment tidy.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they help babies learn about personal care as they bath dolls. They explain about using a flannel to make the doll 'nice and clean' as they wash different parts of its body. This replicates children's own experiences of bath time and helps them to learn why personal hygiene is important for their well-being. Toddlers and pre-school children have free access to the outdoor area each day. Staff ensure children wrap up warm when it is cold and wear their wellingtons when it is wet. This means they develop a positive attitude to being outdoors and benefit from lots of fresh air. Children have good opportunities to develop their physical skills through a variety of activities and resources. For example, they enjoy stamping in puddles and riding wheeled toys. This means they gain good control of their bodies and learn to use them in different ways.

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

The owner, principal and manager of the nursery have a good understanding of the requirements of the Early Years Foundation Stage. They work very well together to ensure all aspects are met. The recruitment and vetting of staff is very robust, which means decisions that are made about their suitability to work with children are well informed. All staff are confident in their understanding of child protection issues and know to whom they should refer any concerns. Premises are kept secure, regular safety checks are undertaken and the monitoring of visitors is effective. This means children are well protected. Should significant events, such as a serious accident occur, they are reported promptly to Ofsted. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager undertakes regular observations of staff's practice, to judge the quality of their teaching. Where any areas for improvement are identified, staff are sensitively supported to address these. Annual appraisals are also used effectively to assess staff's ongoing suitability and enable them to reflect on, and plan, for their professional development.

The staff team are friendly and very approachable. They carry out their duties very efficiently which means children are well cared for and supported effectively in their learning. There is a good commitment to monitoring the quality of the service and to continually improving this. For example, the educational programmes are regularly evaluated to ensure there are no gaps in children's learning. Staff have all contributed to the self-evaluation document and parents and children are all consulted on a regular basis to ensure their views of the service are known and responded to. For example, a before and after school care service is now provided to meet parent's needs as their children become older. Pre-school children have made a book to show what it is they like about the nursery and the older ones have helped to choose the new flooring for their room. This effectively helps them to take ownership of the nursery and means their views are listened to and valued.

Staff give high priority to establishing and maintaining good partnerships with parents. They value them as children's primary carers and ensure they are well informed about all aspects of the service. Good communication is fostered on an ongoing basis through daily discussion and 'clock' sheets are completed for very young babies. These keep parents fully informed about how their children's daily routines have been met. Parents are keen to share their views of the nursery. They describe staff as being very dedicated and find the care they provide for their children is of a very high standard. The nursery is proactive in forging links with other settings children also attend and in working in partnership with other agencies involved in their care. This means that children's care and learning is supported consistently across settings and that those who have special educational needs and/or disabilities receive tailored support.

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 action. 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	EY258075
Local authority	North Yorkshire
Inspection number	906930
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	104
Name of provider	Abbey Nurseries Limited
Date of previous inspection	05/05/2009
Telephone number	01757 705222

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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, which are usually the childminder's 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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