

House Martins Day Care Centre

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

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| Inspection date | 11/04/2013 |
| Previous inspection date | 10/12/2012 |

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| 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

- All children make good progress in their learning and development because they engage in an interesting range of hands on learning experiences. Their communication, language and problem solving skills are well-supported through effective teaching techniques.
- The partnerships formed within the community and with other professionals, schools, parents and carers are a strength of the nursery in meeting individual children's ongoing needs.
- Children are happy, motivated and eager to learn. They show good levels of independence and confidently explore a stimulating, well-resourced indoor and outdoor learning environment, which successfully promotes independent learning.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to enhance the already good information sharing with most other Early Years Foundation Stage providers to ensure that these are highly successful in all instances and, therefore, fully support continuity for all children attending more than one setting.

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 observed activities in the playrooms, at mealtimes and observed children at play in the outdoor areas. A tour of the premises was also completed.
- The inspector held meetings with the management team and talked with children and staff, including key persons, at appropriate times throughout the inspection.
The inspector looked at relevant documentation, which included safeguarding procedures, children's observation, assessment and planning records and other documentation linked to children's progress. Records of staff supervision, complaints procedures and a representation of the nursery's policy and procedures documentation, were also viewed.
- The inspector took into account the views of parents and carers spoken to on the day and written feedback.

Inspector

Carol-Anne Shaw

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 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 to 6, one staff member has Early Years Professional Status and one staff has a Forrest School qualification. 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 of whom 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 educational needs and/or 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:

- develop further the already good information sharing with other Early Years Foundation Stage providers by: ensuring that these partnerships are highly successful in all instances, so that continuity of care and learning experiences are secured for all those attending more than one setting.

Inspection judgements

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

Children make effective 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 practical play in the themed flower shop, talk about colour and numbers, what the flowers are used for and where they grow. From this, children offer further information about their visit to the florist, a wedding they have attended and 'lots of flowers came from the flower shop when their baby was born.' This enables children to make links with home and their families and encourages them to talk and share information with each other. This extends their listening and communication skills very well as staff ask pertinent questions and encourage children to link this play with other activities, such as growing bulbs and seeds. In this way, staff are reinforcing children's knowledge and building on what they already know. The babies and toddlers enjoy looking at their family photographs and happily include their pets. This is effective in the support of their personal, social and emotional needs, in sharing their 'special people'. Older children enjoy listening to large story books being read to them and these help to maintain children's attention and interest. Throughout these story times, staff give children good opportunities and encouragement to predict what will happen. This promotes children's critical thinking and understanding.

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. For example, staff support children to count the crates they are building with. This supports their problem solving and mathematical skills. Children also use the garden which is close to the nursery where they grow vegetables, make dens and there is 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, they use dry and wet resources to paint and experiment with. Older children readily use the materials to make individual artwork that is valued and displayed. The wooden work bench enables children to learn to use real tools safely to make and create models. These provide all the children with good experience to explore and use 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 confidently onto 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 settle quickly into the friendly 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 highly 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 the 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 as the staff encourage skills, such as sharing and turn taking. Respecting each other and thinking about how others may feel in a situation 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 person and surroundings.

Safety is managed very effectively through all areas of the nursery. Children are supported to use the wide range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do it safely. Children regularly go into the town with staff, this reinforces how they cross the road safely and keep safe. Medication, accidents and incidents are well-documented by the staff and the management team oversee these to ensure the guidance is followed ensuring parents and carers are kept fully informed.

The nursery provides the children with all meals and snacks. Food is prepared on site by the cook, promoting a very good selection of locally sourced fresh vegetables, fruit, fish and meats. Menus are displayed for parents and these are seasonal on a four week cycle to ensure children have a variety of healthy and nutritious foods to try. Older children help to set the tables and serve themselves, such as at snack time and at mealtimes. 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, ensuring they are kept hydrated and this is monitored by the staff. The children have easy access to antibacterial hand wash and use this as part of their hygiene routine throughout the nursery. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy changing and toilet training is linked to children's individual needs, working closely with parents and carers.

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

Safeguarding is good because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well-protected in the setting. All staff keep updated with their safeguarding training and are well-informed about child protection procedures and who to contact should they have a safeguarding concern. Good systems are in place which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the recruitment and selection procedures follow robust guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Staff work effectively as a team and there are meetings established both in the areas they work

in and as a full team. Parents are kept well-informed about safeguarding procedures through newsletters and the parents' notice board.

The nursery use ongoing self-evaluation which includes contributions from staff, parents and the children. This is effective in providing information for their action plans for their continuous development of the nursery. For example, they promptly completed the recommendation from the last inspection. Since the last inspection, additional supervision and appraisal has been put in place, evaluating staff practice and identifying areas for any further development. There are good opportunities available for parents to share in their children's learning journey record. Planning, assessment and delivery of the educational programmes are monitored effectively and changes made to ensure that staff are using these efficiently and effectively. As a result, staff have a very good understanding of the Early Years Foundation Stage to provide effective activities and learning experiences for the children so they make ongoing progress in all areas of their learning. The management's support for the professional development of staff is positive and there is access to various external training courses and higher qualifications.

The partnership with the parents is very good. The open door approach enables parents and carers to talk with their key person and other staff as and when they need to. The parent welcome pack is being revised again as it was found the separate pages were not user friendly for parents, the pack provides the initial information about the nursery and its provision. Parents spoken to at the inspection were highly complimentary about the nursery and how well their children were making progress in both their learning and developing independence. The daily information sheets for the younger children keep parents 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 the 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, days out, the 'nursery wedding' and activities in the garden. This continues to be extended as staff look at introducing stay and play sessions and open mornings. Parents' feedback is very positive, giving high praise for 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, seeking other ways to include children with special educational needs and/or disabilities. Parents also access the nursery book and resource library, enabling 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 comment 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, are 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 works with other agencies and professionals to provide an accessible and fully inclusive service for children and parents. The nursery shares their information with other providers of the Early Years Foundation

Stage where required, if children attend more than one setting. However, these particular partnerships are not yet highly effective in securing continuity of learning for children in this situation. Overall, the nursery provides a good indoor and excellent outdoor curriculum that supports the children's individual learning and development requirements.

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

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| Unique reference number | 400095 |
| Local authority | North Yorkshire |
| Inspection number | 912120 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 54 |
| Name of provider | Marsha Turnbull |
| Date of previous inspection | 10/12/2012 |
| Telephone number | 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, 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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