

Withernsea Day Nursery

Withernsea Children Centre, Hull Road, WITHERNSEA, North Humberside, HU19 2EQ

Inspection date

06/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff observe and assess children to support their individual interests and learning very well because children are motivated in what they do. This results in children making expected ongoing progress relevant to their starting points.
- Children are happy and settled at the nursery. Staff offer children a wide selection of good resources and learning experiences that engage them effectively in their play and learning.
- Staff develop children's interests and support their individual needs very well. Consequently, children's confidence and independence are nurtured and reflected in their positive behaviour
- Staff work effectively with parents, children and partner agencies to support children's needs. As a result, parents are highly satisfied and well informed about their children's ongoing care and progress.

It is not yet outstanding because

- The opportunities for the children to design their own nature areas, for example, extending the planting and growing areas; to further explore nature and the environment is not yet fully implemented.
- There is scope to strengthen the partnerships with other early years providers, to further support a more consistent shared approach to children's ongoing learning and development.

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.

Inspection activities

- The inspector observed activities with the children and staff in the two play rooms and the outside areas during the inspection.
- The inspector looked at children's assessment, records and planning.
- The inspector looked at all relevant records, policies, procedures and the nursery's monitoring, self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day and from written information.

Inspector

Christine Tipple

Full Report

Information about the setting

Withernsea Day Nursery was registered in 2012 on the Early Years Register. The nursery is managed by East Riding of Yorkshire Council. The nursery is a purpose built one storey building and is on the same site as the children's centre situated in the grounds of Withernsea High School in the town of Withernsea in the East Riding of Yorkshire. The nursery serves the local community and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 13 members of staff. All hold appropriate early years qualifications at level 3 to 6 and one staff member has Qualified Teacher Status. The nursery is open Monday to Friday all year round, except for the Christmas period and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 45 children on roll and all are in the early years age group.

The nursery provides funded early education for -two, -three and four-year-old children. Children are supported who have special educational needs. The nursery is a member of the National Day Nurseries Association and staff attend The Early Years Area meetings.

What the setting needs to do to improve further

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

- enhance the opportunities for the children to design their own nature areas, to further their interests to explore the natural environment.

- strengthen the positive partnerships with other early years providers, to provide a more shared approach to children's ongoing learning and development.

Inspection judgements

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

Children's needs, routines and interests are sought from parents by the key person through the 'all about me' form and the option of a home visit. This provides a clear picture of each child and their starting points. Staff take this forward in order to effectively plan and assess children's learning experiences. The children's individual learning journey files provide information about what each child enjoys and can do. The staff are secure in their knowledge about how children learn and progress and this is reflected in the good standards of teaching and learning that takes place. Staff plan effectively using children's interests and their next steps are clearly recorded and monitored. As a result, children

make consistent progress, relevant to their starting points. The opportunities for parents to share in their children's learning is supported well by staff. Activity sheets and the book lending service all contribute to parents taking an active part in their children's learning at home. The children's learning journey files and assessments are shared and discussed with parents and their comments are valued by staff.

Children readily engage with the good range of resources and activities provided and happily leave their parents to play. Children are confident to select what they want to do and staff provide support where needed to develop and extend their play experiences. Group time provides opportunities for the older children to share their news and express their feelings. Staff engage the children very well in conversations asking appropriate questions, to enable them to respond and contribute to the activities. This is managed well with the babies as staff use baby signing and actions to songs and rhymes to help them start and understand words. The use of colourful board and cloth books are readily accessible to the babies and toddlers. These activities are effective in promoting all the children's skills and confidence to communicate and to listen to each other. Children enjoy their time as they sing number songs and staff use different finger puppets and number games to assist them to count and recognise different numbers. Appropriate resources provide good opportunities for children to build and construct with, such as a tower and to match the different sized bears. This effectively develops children's thinking skills in how they problem solve through their daily activities.

Children make their own play dough; they measure out the flour and water and mix it together. Children take this further by adding different colours. They are interested in the texture of the dough and use words, such as 'squidgy' to describe how it feels. This extends children's understanding of how they can make changes using different ingredients. Babies show contentment because the staff give high levels of attention to their personal care routines and their need to explore. The good selection of sensory areas and treasure baskets fully enhance their experiences and desire to investigate the world around them.

Children help to look after the salad growing area outside and harvest their produce to eat at snack time. This results in children becoming aware of their environment and nature. However, children have limited opportunity to assist in the design of the nature areas. Children have varied resources that promote and encourage their early literacy skills. The use of a glitter tray supports early literacy skills and access to clip boards and different writing tools throughout the nursery support children to experiment with writing, such as making a shopping list. Paints and different mediums and materials are readily accessible for the children to make their own creations that fully develop and extend their own ideas. The good support and learning experiences provided for all the children enables them to move onto the next stage in their learning, such as school.

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

Children are secure in their attachments with their key person and staff because they are sensitive to the children's individual needs. As a result, children are settled, engaged and motivated in their play and learning. The range of good, accessible resources and

equipment in all areas of the nursery offer a stimulating and attractive environment that is very welcoming for the children. This results in supporting their ongoing interests very well, to promote their independence. Staff provide a positive and inclusive environment where all children take part and develop their skills. Key persons follow guidance from other professionals, such as speech and language therapists, to ensure children receive consistent levels of support to effectively promote their learning and development.

Staff work well together and respond sensitively to the children, to enable them to express how they feel. This approach reflects positively and is demonstrated through good behaviour because the children feel secure. Children follow basic routines well, such as getting ready for their snack or group time. This is effective in promoting children's self-assurance and independence. The nursery have established partnerships with other early years providers in the community. However, there is scope to strengthen these partnerships, to further support a more consistent and planned approach to children's ongoing learning and development. Staff support transitions very well in the nursery, to ensure children and parents are secure in the arrangements with their new key person and routines.

Children are supported to recognise different hazards as they play; they help to tidy up so areas are safe for other activities. Staff teach and discuss with the children how to use different tools and equipment safely. When on visits in the community children learn about crossing the road and become familiar with the environment and staying safe. Healthy, nutritional meals and snacks are provided for the children and staff support them to try different foods, such as vegetables. Good information is promoted about being healthy through activities and discussion with the children and parents. Children use the 'Brush Bus' to clean their teeth each day after lunch. This results in children learning about the importance of looking after their teeth. Children with support from staff look at different ways to exercise and be active. They have unlimited access to the outside area. They use blocks and tyres to balance and manoeuvre themselves around and enjoy being on the bikes and peddling faster. These activities effectively develop children's independence and physical skills very well.

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

The monitoring of children's progress and the teaching and learning is managed effectively on a regular basis by staff and management. Staff clearly identify areas where children are not making progress and provide focused interventions to support their individual needs. The staff, parents, children and other partners all contribute to the nursery's self-evaluation. This results in an appropriate development plan of the areas to improve and timescales for these to be met.

All staff understand safeguarding issues and are aware of the procedures to follow if they have any concerns about children's well-being. Their knowledge and skills are underpinned through up-to-date training. Regular staff meetings are held where information and practice is shared. The detailed risk assessments and all policies and procedures are

reviewed regularly, to ensure these reflect current guidelines and practices. All documentation regarding the nursery is well maintained and fully shared with staff and ensures the ongoing efficient management of the nursery. Recruitment and selection procedures are robust. The support for staff is good through regular supervision, appraisals and access to ongoing training. This enables all staff to regularly extend their skills and knowledge. Staff work effectively with other professionals to support children who attend the nursery. This ensures children receive a consistent and targeted approach to help them progress.

The partnership with parents is good. Welcome packs are provided that ensure parents are well informed about what the nursery provides for their children. Detailed displays containing information leaflets are provided for parents to select from, such as details about community activities and health information. Daily contact with the key person and the children's diaries enable a positive two way flow of information with parents to ensure their children's changing needs are fully shared and supported. This enables parents to contribute and be engaged in their children's learning and progress. Parents' comment that the staff are 'very welcoming, caring and supportive'. They see how their children have progressed and the range of interesting and fun activities they take part in. Parents recognise the changes and improvement in their children, particularly in their behaviour, speech and language.

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	EY457056
Local authority	East Riding of Yorkshire
Inspection number	896163
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	45
Name of provider	East Riding of Yorkshire Council
Date of previous inspection	not applicable
Telephone number	01964615386

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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