

# Stockton on the Forest Day Nursery

School Bungalow, The Village, Stockton on the Forest, YORK, YO32 9UP

<b>Inspection date</b>	08/05/2013
Previous inspection date	22/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 who require extra help to communicate and develop their language skills are well supported.
- Children use the outdoor environment frequently which supports their health and well-being and helps them learn through interesting and different experiences.
- Children are happy and feel secure in the company of practitioners and their friends.

### It is not yet good because

- Risk assessment is sometimes inconsistent. Practitioners do not always take prompt action to remove or manage hazards in the outdoor environment to fully ensure that children's safety is reinforced.
- Practitioners do not always consider the needs of children of different ages who play together, to ensure the learning activities match their varying needs, including those children who require more challenge. As a result, children make satisfactory, rather than good, progress.
- Practitioners are not confident in helping children to understand about their own or other children's behaviour or the consequence of their actions so they learn that some behaviour is unacceptable.

## 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 spoke to the manager and practitioners during the inspection.
- The inspector looked at a sample of the settings policies and procedures, records, planning documents and some of the children's progress reports.
- The inspector took into account the views of parents spoken to on the day, conversations with children and the manager's record of self-evaluation.
- The inspector and the manager took part in a joint overview of the organisation and activities in the room used by children between two and a half years of age to rising fives.
- The inspector checked records of practitioners' suitability to work with children and observed how the adult to child ratios were maintained during the day.

## Inspector

Jackie Phillips

## **Full Report**

### **Information about the setting**

Stockton on the Forest Day Nursery first registered in February 2007. After closing for refurbishment, it re-opened in 2008. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by a private partnership. The nursery is based on the site of Stockton on the Forest Primary School in the village of Stockton on the Forest, situated on the outskirts of York. The nursery serves the local area and is accessible to all children. Care for children is provided in a single storey building with two main playrooms, one of which has a separate sleep area for babies. Office and kitchen facilities are available and there is an enclosed area for children's outdoor play to the rear of the premises.

The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round, with the exception of bank holidays and the week between Christmas and the New Year. There is also provision for a breakfast club from 7.30am to 9am and an after school club from 3.15pm to 6.30pm. There are currently 29 children on roll, 25 of whom are within the early years age group. The nursery provides funded early education for 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.

There are five practitioners including the manager, employed to work with the children. The manager, with day-to-day responsibility for the operation of the nursery, holds an Early Years Foundation Degree. Two practitioners are qualified at level 3 and two are working towards a childcare qualification at levels 2 or 3.

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

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

- improve safety and risk assessment procedures in the outdoor area to ensure hazards are dealt with promptly and guide staff practice to manage risks
- provide a more flexible approach to group planning to ensure a variety of opportunities and activities match the learning needs of the different age groups of children, including those who require more challenge.

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

- help children to recognise when their actions hurt others and develop their understanding to help them cooperate with boundaries and expectations of behaviour.

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

Children make steady progress in their learning. The activity programme sufficiently covers all the areas of learning but sometimes fails to meet the needs of the different age ranges of children based in the pre-school room. For example, some group activities led by practitioners in the pre-school room, while interesting and educational, are too difficult for the youngest children. This means learning is not always meaningful and the length of the activity results in young children being seated for long periods of time. Children are well supported to recognise their first name printed onto a photo card they use at registration time and also on their coat pegs and their placemat at mealtimes. This helps them to read and recognise their name which is beneficial when they attend other settings or school. However, the use of a picture clue and lack of the child's surname does not provide support for younger children or challenge for the eldest children who are soon to start school. While planning records show how the individual needs of children are met, in practice this is not always successful, particularly when children of different ages work together as a group led by an adult. This means that children make satisfactory, rather than good, progress.

The indoor environment is made interesting by the use of hanging mobiles and displays that children contribute to. Practitioners organise the resources and furniture to create focussed areas for children's learning. Interesting pictures and posters draw children's attention to information around the setting to support their learning and early reading skills. Children have places to put their personal belongings in low drawers. They share a drawer with another child helping them understand about cooperating and respecting others. Trips and outings to places in the community take place helping children become aware of the local area. It also prepares them for change, such as the transfer to school.

Visitors to the setting help children form relationships with other adults. It supports their learning by exposure to different opportunities and experiences.

Practitioners encourage children to be active outdoors and provide opportunities for them to climb and balance. Children use a varied range of large and small equipment to develop a range of physical and manipulation skills. Viewing windows in the new perimeter fence allow babies and older children the opportunity to look through and observe different vehicles, machinery and animals at the adjacent farm. This extends children's learning experiences and helps them be aware of the interesting community around them.

Practitioners help children with special educational needs and/or disabilities to make progress through individualised support. Some displays contain words in other languages alongside the English equivalent which broadens all children's communication experiences. Parents are involved in all records that practitioners keep about children's progress. This develops from information they share with practitioners about children's starting points and is continued through written observations and evaluations of children's progress. Parents are encouraged to contribute towards their children's learning and be involved by completing a short written summary of their child's experiences at home. This is enhanced by invitation to join practitioners and children at the weekly Nature Club to be part of shared learning through a varied range of outdoor topics and activities.

Babies are well cared for in an organised and stimulating environment. There are places for them to crawl into to rest or relax, for example, low baskets with comfortable cushions and soft blankets. Toys are well placed to encourage babies mobility skills. The range includes lots of exciting toys to encourage the very youngest children to be curious, including natural resources for them to explore and investigate.

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

Children's health and well-being is well supported by regular access to the interesting outdoor area. They play outside frequently during the day and are familiar with the routine of finding their coats and wellington boots if needed. This helps children develop independence at managing their own clothing, skills they will need when they attend school. The outdoor area is stimulating, but risk assessment of this area is inconsistent and practitioners are not always prompt enough to ensure it is continually free from hazards so that children's safety is given the highest priority. For example, there are pieces of broken equipment left around. When the doors are open to allow children access to the garden, a loose rubber strip presents a trip hazard.

Children plant, grow and harvest herbs, vegetables and flowers which support their understanding of the seasons, the growth cycle and the food chain. A monthly activity session the setting commissions from an outside agency helps children develop a varied range of physical skills involving music and movement. The aim is to help children understand about how their bodies work, the effects of physical exercise and making healthy food choices. This assists children to develop positive attitudes towards adopting a healthy lifestyle. The snacks and meals children eat are freshly prepared on the premises. The menu is changed regularly and contains a range of healthy options. Children are

involved in choosing when to have their mid-morning snack and during lunchtime, for example, they serve themselves and help to set the table. This supports their independence and skills at taking on responsibility.

Children demonstrate by their actions that they feel happy, safe and secure. For example, they enter the playroom and confidently separate from their parents, they show a preference for their favourite friends and activities and some spontaneously dance and joyfully laugh which indicates a strong sense of well-being. Secure arrangements are in place to settle children into the nursery and information gathered from parents enhances children's well-being and ensures a smooth transition. Generally children behave well. However, practitioners do not always provide children with an explanation when their behaviour deteriorates to help them understand the difference between right and wrong or the impact of their behaviour on others. Each child is provided with a key person to form a special relationship with, although children connect well with all practitioners.

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

Practitioners attend safeguarding and first aid training to help them understand their responsibility to protect children. Recruitment procedures routinely include the checking of practitioners' suitability to work with children. Daily attendance registers including names and numbers of practitioners present to care for children are accurately kept, which means children receive sufficient levels of adult attention. The manager regularly works alongside her team and provides a positive role model to help develop practitioners' confidence and improve their professional practice. She is very flexible to meeting the needs of the nursery, for example, covering for practitioners' breaks or when a member of the team is absent. The manager works closely with the owner/manager of the other nursery in the partnership, particularly to borrow additional practitioners when necessary. This ensures emergency contingency arrangements are in place and followed appropriately when required. There is a varied range of policies and procedures that generally support the operation and management of the nursery. These are shared well with parents.

The manager satisfactorily monitors the provision and supports her team through meetings, one-to-one supervisions and appraisals to raise the quality of care and education for children. Practitioners have access to a programme of professional development to support their practice. Most aspects of the performance of practitioners are monitored and assessed and the manager is confident to take positive action when under performance is evident. Since her appointment, the manager has made some changes to the provision which have improved the quality of learning for children. This includes addressing the recommendations raised at the last inspection well. Her priority remains to improve partnership working with parents and other providers in the area. This will benefit children's care and learning through improved consistency and continuity. The views of parents and children are sought to help provide the manager with ideas for the future improvement of the provision. Parents spoken to at the time of the inspection were very satisfied particularly with how they feel they are kept informed.

### **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

<b>Unique reference number</b>	EY346856
<b>Local authority</b>	York
<b>Inspection number</b>	917782
<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>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Station House Children's Day Nursery Partnership
<b>Date of previous inspection</b>	22/02/2010
<b>Telephone number</b>	01904 400698

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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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