

Barlby House Day Nursery

York Road, Barlby, SELBY, North Yorkshire, YO8 5JP

Inspection date	31/07/2013
Previous inspection date	12/03/2009

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

- Staff give good attention to supporting children's development in communication and language by providing them with lots of opportunities to join in with conversations, singing songs and reciting rhymes. Consequently, children become confident in listening and speaking.
- Children learn to behave well because they have secure routines and know what is expected of them. This means they become independent, polite and well-mannered individuals who confidently take on responsibility.
- Staff give high priority to safeguarding children and providing a very safe and secure environment for them to play and learn. This means children are well-protected and kept free from harm.
- Children enjoy their learning because staff provide them with a range of activities that capture and sustain their interest. Consequently, they make good progress in their development.

It is not yet outstanding because

- Rich opportunities for children to see print, and learn about and use words and numbers, are not always extended to the outdoor environment.
- Children in the two- to three-year-olds room do not have consistently rich opportunities to develop a love of reading.

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 compulsory part 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 the playrooms and the outdoor areas.
- The inspector met with the owner and the manager.
- 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 records, planning documents and policies.
- The inspector undertook a joint observation of an activity in the outdoor area with the manager.
- 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

Barlby House Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted barn in the village of Barlby on the outskirts of Selby in North Yorkshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. Children are cared for in three rooms on the ground floor and one room on the first floor. There are two enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and the manager has an early years qualification at level 6. The nursery operates Monday to Friday all year round, except for one week at Christmas and all bank holidays. It is open from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 62 children attending, 57 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying names and signs

- increase the range of books in the two to three-year-olds room that children can access independently, to fully 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

Staff have a secure understanding of the Early Years Foundation Stage and the characteristics of effective learning. They provide a good range of resources that very effectively meet the age and stage of development of children attending the nursery. For instance, young children are provided with 'printing mittens' that they can wear on their hand, load up with paint and press down on paper to make prints showing different patterns and effects. This enables children to take part in the activity in a way that is easy for them to manage. Consequently, they maintain their interest for a good amount of time

and make clear connections in their learning. Staff give children time to explore for themselves during activities, so they become deeply involved in their play, and they know when to join in to extend children's knowledge further. For instance, one young child delights in explaining they are 'doing some banging' as the child uses pretend tools, such as a drill and hammer. A member of staff observes the child's play and then suggests the child goes inside the play house as the walls are in need of 'repair'. She shows the child how to tap the nails to make them more 'secure', which successfully provides the child with clear direction without their play being taken over. Staff carefully observe and assess children's learning and keep clear records of their progress. This includes the required progress check at age two. Parents are regularly invited to review their child's development record and any areas where they may need additional support are discussed. Strategies are then agreed for working together to ensure children reach their full potential. Any achievements from home that parents share with staff are embraced and included in their child's record, which promotes an effective shared approach to promoting children's learning and development.

The nursery is bright and welcoming and provides children with a stimulating environment in which to play and learn. Toys and resources are attractively presented at children's level, which means they can make independent choices in their play. For instance, role play areas are available in all rooms for children to access freely. These are changed regularly to enable children to act out various scenarios and take on different roles. For instance, younger children delight in using their 'hospital', with one laying down on a camp bed and pretending to be the patient whilst another bandages their leg. This enables children to successfully develop their imagination and creativity. A good range of books are available in all rooms, which older children enjoy accessing and looking at independently. Children aged two to three years listen well as staff read to them as a group. However, children of this age do not have ready access to a wide range of books at their level as most are stored on a shelf out of their reach. Consequently, their development in literacy is not promoted fully on a continuous basis. The indoor environment is rich with print and numerals to show children how these have meaning. For instance, areas for writing and making marks include a picture and caption to show how two children can comfortably access the activity at once. However, these rich opportunities are not fully extended to the outdoor area, which means children are not fully supported in understanding how words and numbers can be used in context, in different environments.

Staff give high priority to supporting children's communication and language skills. For instance, they engage children in conversation as they play, such as encouraging younger children to name the colour of the dough and the different shaped cutters they are using. Staff regularly enable children to come together and sing songs and join in with reciting rhymes and empower them to make choices regarding which ones they want to recite. For instance, one very young child, despite their lack of language, clearly indicates from the child's rocking action that the child wants to recite 'Miss Polly had a dolly'. Staff quickly acknowledge this and the child along with others in the group join in with the actions, and words they know, with gusto. This enables children to develop their language skills very successfully. Staff skilfully use open-ended questions and talk about learning with children rather than just directing. For instance, one member of staff asks an older child 'What letter do you think comes next?' as she writes the child's name on her work. The child

responds very positively to the question and confidently spells out her name. This shows children are given good opportunities to use their knowledge and enjoy meeting challenges. Consequently, they make good progress in their learning and are well-prepared to move onto school when the time comes.

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

Children's transitions into the nursery are managed very well. For example, parents are asked to complete a comprehensive 'all about me' document to ensure staff are well-informed about their child's individual needs, interests and prior learning before the placement commences. Settling-in visits are also offered. As children move through the nursery they make several visits to their new room so they can get to know their new carers and become familiar with any changes in their routines. All of which, ensures they have emotional security and stability and develop close and trusting bonds with their key persons. Staff provide valuable opportunities for children to take part in activities outside the nursery, which means they become confident in interacting with other adults and are not afraid to take part in new experiences. This further prepares them for the transition to school. For example, they attend the annual harvest festival service at the local church and recent photographs show older children dressing-up and taking on different roles as they act out a marriage service, with the help of the local vicar.

Children learn to behave well because staff make it clear what is expected of them and why. For example, staff caring for older children explain about the importance of walking down stairs slowly and calmly to keep one another safe and prevent accidents. Consequently, children sensibly wait in line and give each other space as they descend the stairs on their way to access outdoor play. They line up again before going back indoors ready for their head count, to ensure everyone is accounted for. Staff actively encourage children to develop their independence, to respect one another and use good manners. For example, from a very young age children are encouraged to help tidy away the toys after use and they are all taught to say thank you when they receive their food at mealtimes. Older children are taught to put their knife and fork together on their plate to indicate they have finished eating. Staff clearly explain why some restrictions occasionally need to be placed on older children's free play. For instance, they explain that for a limited time after lunch only two children can access the role play area at once, to help cut down the noise when babies on the floor below are being settled for their nap. Children readily accept this and diligently check with staff before entering the area, to ensure the restriction is not still in place. Children are taught to use resources, such as paper in a thoughtful and useful way, which cuts down on waste and means they develop respect for their environment. For example, they make use of both sides of their piece of paper when making marks and drawing pictures. Staff acknowledge children's achievements with lots of praise, which means they develop confidence in their abilities. For example, when children use cameras to take pictures of their favourite activities and one another, staff show a real interest in the results and compliment children's photography skills.

Staff give good attention to promoting children's good health. For example, meals are nutritious and freshly prepared on site and include items, such as spaghetti bolognese for

lunch and fresh fruit for snack. Children enjoy the meals, which mean they develop a positive attitude towards eating healthily. Parents are asked to provide sun cream for their children and to sign to say staff can use the nursery's supply if they forget. Staff make sure the products are in date, clearly labelled with each child's name and are applied in-line with manufacturer's recommendations before children go outdoors to play. This means the risk of sun burn is significantly reduced. Children of all ages have access to the garden areas each day, which means they benefit from fresh air and are able to play freely and develop their physical skills as they use various equipment. Staff are enthusiastic in their approach to being outdoors and this means children adopt the same attitude. For example, one member of staff sets up an obstacle course to help children use their bodies in a controlled way. She shows them how to hold their arms out to aid balance as they walk along a beam and reminds them to bend their knees as they walk under a low bar. The staff member then challenges children to see how many bean bags they can throw through a hoop. Once children have completed the course they are given the option to attempt this again, to see if they can improve their performance and develop their skills further.

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

The nursery is led and managed well. Consequently, the requirements of the Statutory Framework for the Early Years Foundation Stage are met consistently. The recruitment and vetting of any new staff is robust and their induction is very comprehensive. This focuses on ensuring that they not only read all of the nursery's policies and procedures, but that they understand these fully. This means staff soon become confident in carrying out their duties in the expected manner, such as ensuring children are supervised at all times. All staff undertake training in child protection, and as a result, they are confident in recognising the possible indicators of abuse or neglect. They know what to do, should they have any concerns about a child's welfare or about a colleague. Daily safety checks are carried out on the premises and only senior members of the staff team answer the door. The identity of any visitors is meticulously checked, which means there is no unauthorised access to the building or children. Consequently, children are kept safe at all times.

Staff work well together and are empowered to take ownership of the rooms they work in. They regularly review the layout of these and make changes where necessary to enhance the provision. For instance, staff in the baby room have recently reorganised furniture to create a larger area for parents when dropping off and collecting their children, to make the process more manageable. Management ensure staff have all the necessary resources to support any planned activities and help to set these up where necessary to aid staff in their work. Good attention is paid to monitoring staffs' performance. For instance, regular supervision sessions are held with the manager which culminates in an annual appraisal. All of which, are used successfully to help staff reflect on their performance and to plan for their continuous professional development. The management team regularly reflect on and evaluate the quality of the service and strive to continually move this forward. For instance, the recommendation for improvement raised at the last inspection has been addressed successfully. Staff are asked to contribute to the evaluation document and

parents are able to express their views of the nursery through questionnaires. Responses are collated and analysed, with any areas for improvement being addressed immediately. For instance, some parents wanted an easier way of accessing the 'What I did at home' sheets to enable them to share their children's achievements with staff. A supply of these sheets is now available in the entrance. The manager regularly scrutinises children's progress records and collates the information, to identify any gaps in the educational programmes or any child's development. Staff are asked to include any significant periods of absence for children in their records, which help the manager to analyse their progress accurately. A clear development plan is in place to show how the nursery intends to further enhance the service.

Good attention is given to working in partnership with parents. Before the placement begins they are asked to attend for an in-depth induction session when the manager goes through all the policies and procedures for the service, particularly that in relation to illness. Parents of young children receive a written account of their child's day and newsletters are issued regularly regarding forthcoming events. Parents express positive comments about the nursery. They describe staff as caring, welcoming and very approachable. Partnership working with other early years settings children also attend or will move onto is effective. For example, to aid transitions to school staff provide a progress report for children's new teachers and invite them into the nursery to meet children so they can get to know them in a familiar environment.

The Childcare Register

The requirements for the compulsory 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	400077
Local authority	North Yorkshire
Inspection number	924610
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	62
Name of provider	Mr Alastair Cowdy & Mrs Jane Cowdy Partnership
Date of previous inspection	12/03/2009
Telephone number	01757 290685

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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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