

Askham Bar Day Nursery

Askham Bar, Tadcaster Road, Dringhouses, York, North Yorkshire, YO24 1LW

Inspection date	22/08/2013
Previous inspection date	27/06/2011

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

- The observations, planning and assessment processes are used effectively to help practitioners to understand individual children's interests and level of ability, in order to shape learning experiences for each individual child.
- Children who speak English as an additional language are fully supported. This is because their cultural backgrounds and familiar words in their home languages are used and displayed in the setting.
- Children's behaviour is well managed because practitioners give clear messages to children about acceptable behaviour and manners.
- Parents are kept well informed about their children's progress because key persons provide them with the support they need to contribute to their child's learning.

It is not yet outstanding because

- Older children are not given enough opportunity to explore their thinking before they start structured activities, in order to discuss what they want to make and the process they may use.
- The coaching and supervision of all practitioners is not yet fully embedded to ensure the quality of their knowledge and practice is consistently shaped in order to fully support and facilitate all children's high levels of learning.
- Older children are not consistently supported to gain even more regular and steady independence through all of the daily activities and experiences.

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 all three rooms and in the outdoor area. She also observed the snack time and lunch arrangements.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the planning and evidence of the suitability of staff.
- The inspector completed two joint observations with the deputy. She also had discussions with the key persons.
- The inspector looked at a selection of policies and risk assessments. She also looked at the self-assessment and action plan.
- The inspector took into account the views of parents through their written feedback, and parents and children spoken to on the day.
- The inspector held meetings with the deputy and proprietor.

Inspector

Caroline Stott

Full Report

Information about the setting

Askham Bar Day Nursery registered in 1996. It is one of three nurseries privately owned by the same provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Askham Bar park and ride site, off Tadcaster Road in York. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. The manager holds Early Years Professional Status. Seven childcare staff hold appropriate early years qualifications at levels 4, 3 and 2. The nursery also employs two cooks and has three level 2 trainees. The nursery opens Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting 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:

- extend adult-led activities by enabling older children to be consistently challenged through talking about how to approach the task and reach a goal
- strengthen the supervision of practitioners by consistently evaluating and monitoring teaching practice to ensure the good quality already achieved is sustained and constantly improved upon
- enhance further opportunities for older children to gain even more independence through consistent procedures, for example at lunch time, by encouraging children to obtain their own cutlery.

Inspection judgements

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

Practitioners have a clear understanding of how to engage children's interest and recognise that children learn through play. As a result, children's progress in their learning is good, in relation to their starting points. Children are active learners and are involved in and concentrate on their chosen activity for increasing amounts of time. For example, the older children explore the investigation laboratory in the role-play area, where they use magnifying tubs supported effectively with books about insects. They talk about similarities and differences between the insects they observe and find outside, displaying their knowledge of these living things in the environment. Toddlers look at photographs of animals and are encouraged to name them as practitioners inspire them to think about where they live. This promotes children's awareness of the world around them. Babies' physical development is effectively promoted with musical toys and resources with buttons to press. They move around successfully stimulated by practitioners through talk and play, engaged using all their senses. Key persons check and track children's progress through observations matched to the seven areas of learning and identify the next steps in the children's learning to further promote their development. The observations inform the planning to ensure activities are in place for each individual child. The progress check at age two, termly progress summaries and overview sheets enable practitioners to assess children's achievements and abilities well. This means children are supported well overall, to acquire and develop their skills and progress efficiently, to be ready for the next stages in their learning.

Practitioner's model and guide children's learning as they skilfully listen and praise them. This encourages children to listen and concentrate, and become involved in their learning. For example, toddlers benefit from close support as they learn about numbers and counting, on the wall display. Simple mathematical language is extended further, such as 'big' and 'small', is promoted as the practitioners explain sizes and shapes during playing with play dough. Babies knock down bricks and are encouraged and supported repeatedly through practitioner's interactions. This also supports them to handle and manipulate different mediums and textures and develops their hand-eye coordination, promoting their physical development. Structured adult-led activities are organised to meet children's interest and next steps in their learning. For example, older children relish covering balloons in paper-mache. However, older and more able children are not always stimulated further to think critically about what they are doing and how they are going to accomplish a task. As a result, children do not always have the option to consider different ways of approaching tasks.

Children's communication and language is developing well due to their interest in stories and daily singing and action rhyme sessions. Toddlers and babies' enthusiastically make sounds and relish observing their reflection in near-by windows. They engage in familiar actions and join in with repeated refrains, displaying their recognition of well-known rhymes. Toddlers benefit from dual language displays that support those who speak English as an additional language, and enable those in the room to gain an understanding of diversity. Older children participate in key person time with ease, they are encouraged to listen and concentrate in a small group situation. They listen to a story and to what others say; responding with relevant comments, questions or answers. The outdoor space provides various areas for children to explore freely, such as, a large sandpit, a digging area and a quiet area under the gazebo for creative activities. Children investigate and use tools effectively, and show good control and coordination as they move around the

outdoor area. These activities successfully support young children's early language development and inspire their creativity.

Practitioners and parents complete 'all about me' sheets to establish and share what they know about their child in order to support sound initial assessments of their child's developing skills and abilities. Experiences and opportunities to support children's on-going learning and development at home is shared with parents, to further support children's progress through the seven areas of learning. Parents contribute to children's learning and development, by adding their comments about their children's interests and achievements to observations and progress summaries. Parents can view their children's development and learning file at any time and open days are offered. Consequently, parents are encouraged to be involved in their children's learning and progress.

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

Children's personal, social and emotional development is effectively promoted because the key person system is successfully in place and practitioners ensure that children form strong emotional attachments. Children have regular visits to the nursery before starting, which provides a good settling in period. The use of daily diaries for all children provides information for meeting established routines, linking home to the nursery and the nursery to other carers. Children are eager to explore their rooms; they play cooperatively alongside their friends and engage in talk with others. Each room is set up to reflect and support children's current interests and needs, creating a welcoming environment where children engage in their play freely. This shows children are happy and they are cared for, supported by practitioners through talk and play. Children therefore, show good levels of curiosity and imagination, and develop positive relationships and form appropriate bonds with their peers and staff which supports their physical and emotional well-being.

Children are well behaved and play cooperatively because their behaviour is well managed by practitioners. Practitioners give clear messages to the children about acceptable behaviour and manners. Children are reminded to share and to say sorry to their friends. Toddlers are encouraged to think about boundaries as practitioners talk about not climbing up onto the furniture, discussing why this is not safe and the consequences that could be incurred. Toddlers gain stickers, for example, when they use the toilet independently to reinforce good behaviour and positive learning. Older children use a 'rocket chart' reward system to foster positive relationships and support them to understand consistent boundaries within the nursery. Consequently, children are gaining an awareness of their own feelings and the feelings of others, and are supported to gain an understanding of routines and boundaries within the nursery which helps them to feel safe.

Children are encouraged to manage their own hygiene and personal needs, and are all encouraged to wash their hands before food and after toileting. A menu offers a wide variety of healthy options, including vegetarian meals and considers children's specific health care plans. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits. Water and drinks are regularly offered and older children pour their own drink confidently. However, older children are not consistently serving themselves at meal times or obtaining their cutlery. This means

that children's preferences, independence and self-selection are not always fully promoted.

Parents are offered gradual visits to the nursery to help children settle. Daily diaries are used within all rooms, to exchange information on children's care needs and their interest, between home and the nursery, and between different settings children attend. Transitions from room to room are supported through regular visits, assisted by familiar key persons and transition sheets. The nursery maintains good links with the local schools. For example, reception teachers are invited into the nursery and practitioners visit local schools to aid children's transitions into the next stage of their learning. The nursery send transition forms for children to schools and other settings to provides continuity and coherence for all children to ensure transitions are well managed.

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

The nursery creates a safe and welcoming environment because the practitioners are fully aware of the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners have clear knowledge of how to keep children safe and know what to do and how to report a concern regarding a child's welfare, because they complete safeguarding training. They have a good understanding of safeguarding policies and complete thorough daily checks of the premises. The main door is secure and parents and visitors ring the doorbell to gain entry. Practitioners make certain only authorised people have access to children by requesting identification when visitors arrive and permitting only known people to collect the children. These measures, along with detailed policies and risk assessments, which are completed for all aspects of the environment, maintain children's safety.

Recruitment procedures are efficient, which ensures that all staff working with children are suitable to do so. They all complete an in-depth induction that includes a separate safeguarding induction procedure, to ensure staff have a secure understanding of the nursery and the local authority safeguarding procedures. Practitioners have individual training and professional development plans, identifying ways to improve their knowledge and practice even further. They update their training to meet children's needs, such as gaining specific healthcare training and use this to further support children. The management team hold regular meetings to examine and monitor issues, such as how the policies work and update set targets. The manager completes annual staff appraisals and monthly supervisory meetings. However, the coaching and supervision of the practitioners needs to be further established so that their knowledge, understanding and practice is shaped and matched to the individual needs of all children attending. To further improve staffs personal effectiveness and make sure the good quality practice is consistent at all times.

The practitioners have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They provide varied and imaginative experiences for children, giving them the opportunity to be motivated and active learners. Key persons monitor and track observations of children. Planning is efficient and takes account of children's interests and their next steps of

development. The detailed assessments of children's progress through termly progress summaries, the progress check at age two and tracking sheets across the seven areas of learning, monitor children's achievements well. The manager monitors the planning and assessment in all the rooms to ensure key persons understand children's learning needs. This clarifies that children's progress and abilities are accurately understood and ensures any gaps in children's learning or development are quickly identified and acted upon. Consequently, all children are supported well in order to progress in their learning.

The nursery has established good partnerships with parents and they speak and write highly of the care and support given by the nursery's practitioners. Practitioners work with parents and relevant professionals to support children and their families as needed. For example, speech therapy sessions at the local children's centre and individual plans are used to assist individual children as required to support their needs. This means that children's emerging needs are identified efficiently and interventions are appropriately assisted to ensure children get the help and support they need quickly. The nursery has completed a self-evaluation and detailed action plan, it identifies strengths and weaknesses and has set clear targets for improvement. Parents complete feedback sheets, to establish their views and send cards and notes of support for the nursery. Newsletters and leaflets, noticeboards and wall displays, and open days promote a two-way flow of information. The manager attends local cluster meetings with schools, to share good practice and knowledge for the benefit of children. These partnerships with other professionals are effective in order to provide continuity for children in their care and aid transitions.

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	321595
Local authority	York
Inspection number	868717
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	60
Name of provider	Lynn Dyrdal
Date of previous inspection	27/06/2011
Telephone number	01904 703702

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Type of provision

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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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