

Safe N Sound Shepherd Day Nursery

Shepherd Lane, Beverley, HU17 8PH

Inspection date	09/12/2013
Previous inspection date	08/12/2008

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

- Teaching is good because the staff fully understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is good given their starting points and abilities.
- Management and staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm.
- Positive relationships with parents and carers are developed through effective induction and frequent communication.

It is not yet outstanding because

- Information gathered from parents on enrolment is not always used to maximum effect, to show the progress children make from the start.
- There is scope to further develop the stimulating outside environment so that older children can observe letters and words even more in play activities to support their growing literacy skills.

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 held meetings with the owner, manager and Early Years Professional, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector observed activities in all playrooms and in the outdoor environment.
- The inspector looked at children's folders containing observations and assessment records, along with detailed weekly planning and documentation linked to the overall managing of children's progress.
- The inspector looked at evidence staff suitability, a selection of policies, procedures and risk assessments supporting safety and fire safety arrangements, the self-assessment and development action plan.
- The inspector held discussions with the designated safeguarding officers and looked at documentation, policies and procedures that support the nursery safeguarding procedures.
- The inspector took into account of the views of parents and carers spoken to on the day and information included in the parent questionnaires.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Safe N Sound Shepherd Day Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Beverley in the East Riding of Yorkshire. The nursery serves the local area and is accessible to all children. It operates from two single-storey buildings. There are enclosed areas available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, 24 hold appropriate early years qualifications, including one with Early Years Professional Status and three with degrees. The nursery employs a cook and drivers for collecting children from school.

The nursery opens Monday to Friday all year round from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 190 children on roll, 89 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. Care is provided for older children before and after school and in the holidays.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the older children, in order to further develop their literacy skills, for example, by providing play activities and labels that promote the recognition and understanding of simple letters and words

- enhance the use of the information gathered from parents at the start of care, to further inform the baseline assessment of children's learning.

Inspection judgements

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

Children make good progress in the nursery through accessing a wide range of play opportunities. Staff ensure they have a good knowledge of children's starting points when they first attend. However, there is scope to make better use of this information to further inform the baseline assessment of children's learning. Parents are asked for comprehensive information, including the stage of development and what their child can do, alongside their daily routines and favourite activities. Regular, effective, detailed observations and assessments mean that the children's next steps in learning are identified and planned for. The weekly planning is displayed in each room; therefore, all

staff are fully aware of the teaching focus for each child, and individual learning needs are well met. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children, including those with special educational needs and/or disabilities, achieve their full potential. The staff have a 'plan, do, review' approach, particularly with the younger children and those who speak English as an additional language or who require additional support. This ensures that the key person, as well as the whole team, has an accurate understanding of their progress and their future development needs.

The quality of teaching is good and staff ensure that all seven areas of learning are covered through robust teaching and the monitoring of each child's learning profile, planning sheets and the learning environment. The environment is effectively organised, both indoors and outdoors, for children to learn as they play. Areas of play are identified and lots of displays promote the language related to that area or theme, for example, the display of children's pictures and linking words to support children's learning. However, the pre-school outside area is used less effectively to support the older children's emerging literacy skills, and therefore does not maximise the older children's progress in literacy. This means their progress in this area is sometimes not as well supported as possible. Children are very confident and self-motivated. They cooperate well in their play and learning. They select equipment and resources themselves, and staff ably develop the chosen activities to cover other areas of learning. For example, two younger children playing in the water practising pouring skills are supported by a member of staff to extend this into measuring and counting.

At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. Children recognise their written names on coat pegs and when they self-register. For the younger children, labelling and mark-making materials are freely available indoors and outside so they can draw and make marks, promoting their understanding of the written word. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development, their confidence and growing independence. Children's communication skills are promoted well by staff, who encourage older children to share their thoughts and ideas. For example, at circle time, they initiate discussion about topics, such as the weather and the seasons in the year. This encourages children to talk as well as listen to others. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

In the baby room the younger children develop their literacy skills. They eagerly select books and are supported by staff to recognise characters in the story. They delightedly make the sounds of the animals, and predict which come next. They then stay in the reading area by themselves, selecting other books and correctly turning the pages of the story. The environment in the baby room has greatly benefitted from being involved in a 'baby room project'. Both indoors and out, contrasting displays, materials, and surfaces all focus on stimulating the youngest children and developing their senses.

There is good communication with parents. They feed back to staff what children are doing at home, and this contributes to the assessment and planning of their next steps in learning. They are welcome to come into the nursery and talk with staff, where they can

gain further understanding of their child's development. Children's profiles are freely available to parents, who state they feel included in and well informed of their children's progress.

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

Children have formed close, warm relationships with staff, which builds their confidence and helps them to settle well at the nursery. Staff spend time getting to know children's individual personalities and reflect their interests in activities through collaborative work with parents. This helps children to feel happy and secure. Staff provide highly appropriate nursery routines, which are familiar to the children and support their feelings of security. They provide pictures of the nursery routine for children who are learning to speak English as an additional language; this helps them to understand what is happening throughout the day.

Children are keen and eager learners who explore their environment confidently and happily. They select resources freely from labelled, accessible storage units, which encourages their independence. The nursery is bright and children's work is attractively displayed. Staff use effective strategies to teach children how to be safe. For instance, they read stories and have discussions with children on road safety. Staff encourage children's independence by allowing them to put on their shoes and coats independently, and support younger children to do this. Children use the bathroom independently and wash their hands at appropriate times, understanding the need for good hygiene. Staff change nappies in comfortable and clean areas.

Children are very independent at mealtimes. They serve themselves and pour their own drinks. Children eat balanced meals from a menu which contains healthy nutritious meals and caters for any special dietary needs. Children benefit from daily fresh air and physical exercise by using play areas in the adjacent nursery's outdoor areas. Children behave well because staff manage their behaviour effectively. For instance, they use a gentle approach and encourage children to think about the impact of their behaviour on others. Staff use praise to motivate children to behave in positive ways. They help children to settle by enabling them to spend time in new group rooms at the nursery, to get to know staff and new routines before they move.

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

Management has a good understanding of the requirements of the Early Years Foundation Stage. Staff are vetted well to assess suitability for their roles, and this helps to keep children safe. They have good knowledge of safeguarding and know procedures to follow should they be concerned about a child. Staff keep children protected from harm by carrying out regular fire drills and weekly tests of the fire systems. They carry out frequent risk assessments covering all aspects of the nursery, to ensure any potential risks to children are promptly identified and minimised. Children are effectively supervised at all times, promoting their safety. All policies and procedures reflect current requirements, and are understood and implemented effectively by staff. The pre-school areas are well

organised for the ages of the children attending.

There are effective arrangements in place for staff appraisals, to review performance and identify their training needs. Staff receive regular supervision and this provides management with insight into staff performance so that appropriate support is offered. The management team at times work directly with children in the rooms; this enables good monitoring of the nursery because management are able to observe the quality of staff practice. Members of the management team review children's assessment records and staff planning to ensure consistency of quality. This also highlights any gaps in children's learning so that appropriate solutions are sought to close gaps in achievement.

The nursery has good links with the local authority, who provide advice and support on early years matters. They have arrangements in place for local school teachers to visit the nursery to get to know children so that they settle well when they move on to school. Partnerships with parents are effective because staff keep parents informed of their children's progress and enable parents to contribute to their learning. Management reflect regularly on the quality of nursery provision and have a good awareness of the nursery's strengths and areas for development. For instance, they plan to enhance the monitoring of children's learning. The nursery operates effectively and shows a good ability to continue to make further progress in the future.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY216869
Local authority	East Riding of Yorkshire
Inspection number	942131
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	190
Name of provider	Safe 'n' Sound Nurseries & Pre-schools Limited
Date of previous inspection	08/12/2008
Telephone number	01482 871953

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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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