

Young Discoverers Nursery

Young Discoverers Ltd, 7 Escrick Business Park, Escrick, YORK, YO19 6FD

Inspection date	07/01/2014
Previous inspection date	17/11/2009

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 provide children with a varied and interesting range of developmentally appropriate learning experiences. They offer children lots of opportunities to make their own choices and decisions about their play. As a result, children make good progress in their learning.
- Staff make home visits and place good focus on offering flexible time for new parents and children to become familiar with the nursery environment. This makes a strong contribution towards effective relationship building.
- The well qualified staff team have good access to training and regular support to ensure their work with children remains at a high standard. The manager regularly assesses the quality of teaching and learning to ensure staff are focussed to meet all children's needs.

It is not yet outstanding because

- Staff do not always encourage children to use books or computers to find out information to enhance their learning.
- There are few opportunities for the older children to recognise their full names in preparation for school.
- Staff do not always provide children with consistent explanations of why certain actions are not appropriate to help enhance their understanding about behaviour and safety.

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 conducted a tour of all of the areas children use, in the nursery and outdoors, accompanied by the manager.
- The inspector spoke with children, staff, a parent, the manager and the Director of the company.
- The inspector observed staff, babies and children during a varied range of indoor and outdoor activities.
- A discussion and joint observation of a group activity in the pre-school room was carried out by the inspector and the manager.
- The inspector held a meeting with the manager and the Director of the company.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, the self-evaluation record, a sample of children's files, policies, procedures and other records.

Inspector

Jackie Phillips

Full report

Information about the setting

Young Discoverers Nursery was registered in April 2009. The nursery is on the Early Years Register and the compulsory part of the Childcare Register and is part of a private limited company. The nursery provision is located in Escrick Business Park, which is situated between Selby and York on the main commuter route. The nursery operates from a two storey building with access for all children to an enclosed outdoor play area. There is no lift to the first floor. Disabled toilet facilities, office, staff room and kitchen are provided on the ground floor.

The nursery provides care for children Monday to Friday, from 7.30am until 6.15pm, closing during all bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 64 children on roll and all are in the early years age group. The company owns and manages a before and after school club that operates under a separate registration and is located at Escrick Primary School for children over four years of age. Children attend from the local community and also the wider area. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

The nursery employs 22 members of staff. The Director of the company is qualified at level 4 and the manager, who is responsible for the day-to-day operation of the nursery, holds a foundation degree. There are 16 members of childcare staff who are qualified at level 3, two at level 2 and two members of staff who are unqualified. The staff team comprises of a senior management team, permanent and casual staff and individuals with cooking, cleaning and maintenance responsibilities. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- provide children with opportunities to retrieve information from books and computers and help older children to recognise their first and last name in readiness for school

- enhance children's understanding of behaviour and the consequence of their actions by encouraging staff to consistently provide clear explanations of why certain actions are not appropriate.

Inspection judgements

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

Staff understand how young children learn and develop. They demonstrate this by planning and providing a varied and interesting range of developmentally appropriate play and learning activities that take place indoors and outside. Combined with this, children have lots of opportunities to make their own choices and decisions about their play and about the toys and resources they can select independently. As a result, all children are making good progress towards the early learning goals. Staff are keen and enthusiastic to help and support children to learn and the quality of teaching is good. They find out about children's interests from home and at the setting and use this information to provide a personalised route for learning for each child. Strong relationships with parents are formed early on and clear and frequent lines of communication mean parents are well-informed and kept regularly updated with information. There is good emphasis and focus to involve parents in children's learning so this can be continued at home and shared between both settings.

Staff complete regular observations of children, which they record, share with parents and store in individual files, which are named children's 'learning journeys'. Staff use information they gain from their observations and discussions with parents and colleagues to provide them with a clear picture of each child's individual learning and development needs. They assess each child's progress across the seven areas of learning and make regular checks to ensure that each child is working comfortably within the typical range of development expected for their age. This helps to ensure that each child continues to make progress and does not get left behind. Children who use English as an additional language are well-supported. The manager talks to parents regarding the benefits of sharing information and about their culture and language. Pre-school children are currently learning to speak basic words in French. They confidently understand and use the French language to say 'hello', 'goodbye' and 'my name is' and willingly get involved in communicating with the French bear puppet. This is a valuable communication tool for children to experience and contributes towards them understanding about the wider world in which they live. However, staff do not always encourage children to enhance and extend their learning by spontaneously using books or computers to find out more detailed information.

The programme for children's learning contains rich and varied experiences including activities that take place in the local community, through walks, trips and outings and by inviting visitors to the setting. This means children learn in different ways and through benefiting from the wealth of learning opportunities that are available inside and outdoors. Staff make good use of using resources to help babies and children learn through their senses. They stimulate children's natural curiosity by enabling them to explore and investigate, for example, sand, water, shaving foam and rice and take part in cooking and tasting activities. Children express themselves through, for instance, arts and crafts, singing, stories and music. Staff encourage children to share their ideas through holding lively conversations. They sustain children's concentration by providing resources for them to use their imaginations. Children show high levels of delight as they find plastic animals

hidden in the shaving foam and use chairs lined up in a row to have an exciting adventure on an imaginary 'train ride'. This encourages children to be increasingly self-sufficient and confident, in readiness for school learning, by using different methods to investigate and explore.

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

Staff value the learning, health and welfare benefits for babies and children by making sure they frequently make good use of the outdoors on a daily basis. The enclosed garden space is used regularly throughout the day with particularly good access for the older children who can transfer between inside and outdoors independently. Space outdoors is utilised very well to provide areas for children where they can grow fresh fruit and vegetables, dig in the large sand pit or play undercover at tables and chairs. There are resources to encourage children to be active and encourage physical challenges. Planning includes regular walks in the local community, particularly to a nearby wooded area used for nature trails, bug hunts, picnics and a host of diverse outdoor adventures. The transfer of children between the nursery and places outdoors are very well risk assessed so children move between the settings in safety. Children behave very well and most, but occasionally not all staff help children to understand about behaviour and the consequence of their actions, to help them fully understand about keeping themselves, and others, safe. Snacks and meals provided are varied and nourishing. Children's special dietary requirements are given full attention following detailed discussions with parents to ensure their individual needs are well-met.

The nursery is welcoming with good use of interesting displays that children contribute to. There are many interesting photographs and a varied range of appropriate toys and equipment for children to use. Parents and children are warmly welcomed into the nursery which helps to promote a sense of belonging. Arrangements for introducing babies and children into the nursery are very flexible giving parents and children time to adjust to new surroundings at a pace to suit their needs. Staff visit children and parents in their own home prior to commencing at the nursery and have found this to be very beneficial to aid settling-in. This helps them get to know the children very well. Children are skilfully supported as they move between rooms and ultimately onto school. This shows high consideration is given to ensure children are emotionally well-prepared to deal with changes in their life, such as the next stage in their learning. Places are provided for children's personal belongings. For instance, individual drawers, baskets and coat pegs. Name labels include first names only of each child. There is scope to improve the opportunities, particularly for older children, to gain confidence in recognising their full names in readiness for school.

Mealtimes are social occasions complemented by staff who eat with the children and parents who are also invited. The manager has plans to develop mealtimes for older children further by providing more opportunities for them to serve themselves. Regular hand washing and tooth brushing for older children helps them to understand about health and hygiene and develop skills of independence with personal care routines. The secure key person system is well- embedded helping staff form warm, friendly and trusting relationships with children and parents. Staff frequently move around the whole

nursery and get involved in all children's care and learning, whilst however, being mindful of consistency of care for the youngest children. This helps children form relationships with different adults and means they are less anxious particularly when they move between rooms in the nursery as they get older. Children show that they feel secure by being able to approach staff confidently.

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

There are effective safeguarding arrangements in place. All staff attend safeguarding training so they know and understand the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Appropriate written safeguarding procedures and guidance are in place, including the nursery's safeguarding policy, safe recruitment arrangements and detailed risk assessments. This helps to ensure a safe environment for children to reduce and eliminate risks or hazards. The nursery has a varied range of written policies and procedures which are shared with parents and updated annually to ensure they remain effective. The well-qualified staff team have good access to training and regular support to ensure their work with children remains at a high standard. For example, the manager portrays a positive role model because she works very closely alongside the staff to supervise, monitor and ensure effective working practice. She provides opportunity for staff to improve their knowledge and understanding through access to meetings and face-to-face discussions and consultations. This process also enables the manager to assess the quality of teaching and learning and monitor planning and assessment to ensure staff remain focussed to continually adapt, improve and enhance their skills in order to meet all children's needs.

The supervision of children is very good. Staff are very pro-active and move around the setting to ensure the correct adult to child ratios in the different areas are well-maintained. The manager demonstrates that she is very conscientious about this by deploying staff successfully around the nursery throughout the day to keep children safe. Parents are kept informed verbally and through access to written records about their child's accidents or about signs of possible injury. If delays occur in the sharing of information this is followed through to make sure parents are informed. The manager and her team are extremely keen to work closely with parents and welcome opportunities to exchange information on a regular basis. This includes, sharing information about children's progress and discussing basic care needs. Children's learning journals are well-organised with a range of photographs taken at various times and different dates to provide good evidence to share with parents about their child's learning and progress. The manager follows through any issues parents bring to her attention by proposing a meeting to discuss details face-to-face. For parents who decline this offer she makes contact via letter, or on occasions through other lines of communication, such as email. Concerns are recorded in a complaints log. The manager of the nursery acts appropriately, swiftly and responsibly in response to any concerns raised.

Good relationships with parents, external agencies and other providers exist. The manager strongly recognises the importance of fostering effective partnerships to ensure children's needs are met. She understands the positive influence that making links with teachers of

schools that children will attend has on each child's transition and adjustment into a new setting. Reflection of practice is strong and sometimes stems from concerns that are raised. This helps to ensure the drive for improvement remains a clear focus. Since the last inspection recommendations raised have been well-addressed which has improved children's safety through more detailed attention to documentation and record keeping. Self-evaluation takes into account the views of parents and children which contributes towards plans for the nursery's future improvement.

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	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	EY389730
Local authority	North Yorkshire
Inspection number	946475
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	64
Name of provider	Young Discoverers Limited
Date of previous inspection	17/11/2009
Telephone number	01904728700

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

