

Dalesplay

Town Head, Hawes, North Yorkshire, DL8 3RQ

Inspection date	12/05/2014
Previous inspection date	19/03/2012

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 quality of teaching is good as staff provide children with a wide variety of interesting and stimulating activities. As a result, children make good progress in all areas of their learning and development.
- Children are well-prepared for the next stage in their learning as staff have established effective links with parents and local schools in the area. Consequently, transitions are well managed to support the children's emotional well-being.
- Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented which ensures a safe and secure environment for the children.
- Children are happy and settled within the warm, friendly and welcoming nursery environment. As a result, they are engaged within their play and show concentration throughout their learning.

It is not yet outstanding because

- There is scope to enhance opportunities for children to produce their own images and express their own creativity.
- Opportunities for children to further develop their independence skills at mealtimes are not always fully promoted.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Dalesplay was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from Hawes Community Primary School, in the North Yorkshire town of Hawes. It is managed by the Upper Dales Childcare Partnership Limited. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. A before and after school club operates from the nursery. There are currently 68 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities for children to produce their own images, express their own creativity and freedom of choice as they explore and use different resources and materials
- encourage children to further develop their independence skills during mealtimes by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

The quality of teaching is good as staff effectively promote the children's learning and development across all seven areas of learning. Children are supported well by staff because they successfully implement the Early Years Foundation Stage in their daily practice through a balance of child-led and adult-initiated activities. Consequently, children make good progress overall in their learning and development from their starting points. Staff provide a wide variety of interesting and stimulating learning experiences, both in the indoor and outdoor environment, which are adapted to meet the individual interests of the children. As a result, children become active learners as they are engaged within their play and show high levels of concentration throughout their learning. Staff have high expectations of the children and complete regular observations, assessments and tracking documents. These clearly show the progress that children are making in their learning and development. The children's play activities are evaluated regularly to identify their next

steps in learning and inform the planning systems. Individual learning journey records are completed for the children; these are shared with parents who are actively encouraged to contribute information about the children's learning at home. In addition to this, parents are asked to make comments and give written feedback within daily diaries and learning journey records. Staff keep parents informed about the children's development and achievements. For example, the nursery has successfully implemented the progress check at age two and shared this information with parents.

Children are cared for in rooms appropriate to their age and ability, they are comfortable in their environment and are confident to try new experiences. The environment is well-resourced and enables children to make independent choices within their play as resources are appropriately labelled and easily accessible. Children's communication and language development is promoted well. Staff listen carefully to what children say, engage in constant discussion and model language throughout their play. For example, staff introduce new words, such as 'shiny' and 'jingly' and repeat them clearly as younger children play with a selection of metal items in a treasure basket. Children have good opportunities to play and experiment with a variety of different materials, such as coloured pens, pencils, crayons and paint to develop their early writing skills. However, there is scope to enhance opportunities for children to produce their own images, express their own creativity and freedom of choice as they explore and use these resources. Numbers, colours and shapes are displayed within the nursery and staff support children to develop their mathematical skills throughout their activities. Children use everyday technology in their play as they begin to learn about computers and programmable toys. For example, the older children effectively use the computer mouse and keyboard to complete numeracy and literacy activities. This develops their fine motor skills and coordination. Activities are provided to promote the children's knowledge and understanding of the world. For example, staff provide good explanations when children ask questions and talk about what is needed to grow the plants and flowers when watering them. There are many opportunities for the children to achieve high levels of physical development through activities in the outdoor area and regular keep fit sessions to develop their physical and social skills. Children also have access to the school field and play area, which has a good selection of open-ended resources, which allows them to explore, investigate and take appropriate risks. Consequently, children are effectively developing the skills required for the next stage in their learning at school.

Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported as staff work effectively with external agencies and other professionals, such as physiotherapists to ensure their individual needs are met. Staff have established good links with local primary schools as they share relevant information and work in partnership to complement the children's learning. This provides a consistent and cohesive approach to the children's development.

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

Children are clearly happy and settled within the warm, friendly and welcoming nursery environment. An effective key person system is in place which helps the children to form positive relationships and secure attachments. Staff recognise the individual care needs of

the children and work closely with parents to support their all-round development. Parents spoken to at the time of inspection comment that staff are approachable and their children are well cared for and safe at the nursery. Transitions into the nursery and for the next stage in their learning at school are effectively managed and sensitively implemented to ensure the children are well prepared for change. This supports their emotional well-being and ensures they feel comfortable and self-assured.

Children are encouraged to be independent learners through day to day activities by accessing their own resources, tidying away before mealtimes and washing their own hands. However, there is scope to improve the opportunities at mealtimes for children's independence skills to be further promoted by allowing them to serve their own food and pour their own drinks. There are good hygiene practices in place throughout the nursery, which ensures the children start to develop an awareness of health and well-being. The children are provided with a variety of balanced and nutritious snacks and tea time meals to develop the children's understanding of a healthy diet and lifestyle. For example, staff talk to the children about eating all their food to give them energy so they do not feel tired. Lunch time meals are supplied from home, staff work alongside parents to encourage them to make healthy choices for their children. Daily opportunities for outdoor play, exercise and fresh air ensure the children can be physically active.

Staff act as positive role models as they manage the children's behaviour effectively. Children's behaviour is good as they respond well to the clear boundaries in place within the nursery. Staff use successful strategies to explain appropriate behaviour and reinforce the expectations. Constant praise and encouragement is used by staff to enhance the children's self-esteem and ensure they feel valued and respected. Children learn about sharing and taking turns, which enables them to recognise the need to be kind and considerate to each other. Staff support the children well to feel safe as they talk about the importance of safety throughout their play and encourage them to take appropriate risks. Children show a good awareness of keeping themselves safe as they negotiate space in the outdoor area and take part in regular emergency evacuations.

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

The nursery is led by a committed and enthusiastic manager who strives to provide high quality care and education for the children. Staff demonstrate a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported as they attend relevant training to ensure the children are protected within the nursery. A good range of policies, procedures and risk assessments are successfully implemented to ensure a safe and secure environment for the children. Staff are deployed well within the nursery and supervise the children effectively to maintain their safety. For example, they complete daily visual health and safety checks to identify any potential hazards and minimise risks within the environment. Robust systems for recruitment, induction and vetting procedures are in place to ensure that staff are suitably trained, experienced and qualified.

The management team effectively monitor and evaluate the educational programmes,

learning journey records and planning documentation. As a result, staff are consistent within their work and display a good and accurate overview of the children's progress. Tracking documents are completed so children with identified needs are supported to meet their individual requirements. The manager is very hands on with the staff and children as she is regularly included in the nursery ratios, this enables her to successfully model good practice. Performance management is effective and staff are well supported through appraisals and one-to-one meetings. The manager actively encourages staff to enhance their knowledge, skills and understanding by identifying and supporting their training needs. The effectiveness of training received is monitored to ensure practice has improved within the nursery. For example, staff have completed the 'Every Child's a Talker' programme which has enhanced the children's communication development and has improved the staff's knowledge of children's early language. Self-evaluation is effective and the manager and staff strive for continuous improvement within the nursery. There are detailed action plans in place to support this process, which will enhance future opportunities for the children. The recommendations from the last inspection have been implemented and addressed. For example, there is now a nominated person for behaviour management who is fully aware of their role and responsibilities to lead in this area.

There are good partnerships with parents to support the children in their learning and development. Parents are well-informed and involved in the nursery as they receive daily communication, regular newsletters and have access to a social networking site, which provides them with information about news and events. There are attractive parent boards within the entrance area to ensure they are provided with good quality information about the nursery and signposting information if they require additional help or support. Parents are very complimentary and make comments, such as 'I am happy to have such a lovely nursery near to where I live' and 'Staff are well trained and children are involved in lots of planned activities'. Staff work effectively with external agencies and other professionals to ensure that children receive the appropriate intervention required to meet their individual needs. The nursery also works closely with the local authority and local primary schools which supports the children's learning and promotes effective transitions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY330700
Local authority	North Yorkshire
Inspection number	873255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	68
Name of provider	The Upper Dales Child Care Partnership
Date of previous inspection	19/03/2012
Telephone number	01969 667789

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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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