

# Educare Nursery

Badeling Pond, Mill Lane, Beverley, North Humberside, HU17 9DH

## Inspection date

18/08/2014

Previous inspection date

28/09/2009

## 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

- The manager ensures that children are kept safe and healthy through robust policies and procedures, that are understood and followed by all members of staff.
- The nursery provides a welcoming setting, fostering a sense of belonging for all, from the babies to the pre-school children, and children attending the out of school club.
- The quality of teaching is good across the nursery and some teaching is outstanding. Consequently, all children are making good progress from their starting points towards the early learning goals.
- The nursery highly values the good partnerships with parents in their children's learning and development, which encourages parents to share information and participate in the different ways the nursery nurtures these partnerships.

### It is not yet outstanding because

- Staff do not always make effective use of words obtained from parents in order to support children who speak English as an additional language, to use their home language in play and learning activities.
- Occasionally, children are not reminded of the importance of washing their hands at appropriate times by the staff.

## **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 looked at documentation, including children's learning journeys, staff planning, qualifications and suitability checks and nursery policies.
- The inspector spoke to parents to obtain their views on the nursery.
- The inspector conducted a joint observation with the manager and the early years professional lead.
- The inspector observed activities in all the rooms and the outdoor areas.

## **Inspector**

Rose Tanser

## Full report

### Information about the setting

Educare Day Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The premises are a purpose built two-storey building located centrally in the town of Beverley, in the East Riding of Yorkshire. The nursery receives funding for the provision of free early education to children aged two, three and four years. There is an out-of-school provision in a mobile classroom on the same site, for children attending local schools, before and after school, and in school holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 28 members of staff. Of these, one member of staff holds Early Years Professional status, and 19 staff have childcare qualifications at level 3 and one at level 4. There are currently 159 children on roll, of whom 115 are in the early years age range. The nursery is open all year round from 7.15am to 6pm for the nursery and 7.15am to 6.30pm for the out-of-school club.

### What the setting needs to do to improve further

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

- strengthen staff's understanding of how to make effective use of information gathered from parents for children who speak English as an additional language, in order for them to develop and use their home language in play and learning activities
- strengthen children's understanding of healthy practices, for example, by consistently reminding them to wash their hands at appropriate times.

## Inspection judgements

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

Children enjoy a broad range of activities, that effectively foster their curiosity, and support their progress across the seven areas of learning. The quality of teaching is good across the nursery and some teaching is outstanding. Consequently, all children are making good progress, from their starting points, towards the early learning goals. For example, in an adult-led activity, children learn how to explore colours and how they can be changed, as they mix different coloured paints together. Children are skilfully supported by staff, through the use of open-ended questions, to reveal their thoughts and test their ideas. As a consequence, they are strongly supported to develop the characteristics that support them as effective learners. Staff identify children's interests and use them to plan activities that give children new challenges to enjoy. The older children have shown an interest in animal habitats after hearing a story about some owls.

A member of staff observes this and asks the children to search for different materials that might make good shelters for the owls. The children enthusiastically collect leaves and twigs from the outdoor area to create nests for some toy owls that the member of staff has provided. As a result, children are well supported to be ready for the next stages in their learning, including school.

Children with special educational needs and/or disabilities are very well cared for, as staff are skilled in providing care that meets each child's specific needs, ensuring every child makes good progress in respect of their individual starting points. Staff know when additional resources are needed to support individual children and ensure these are accessible for these children when they are at the nursery. Children who speak English as an additional language are generally well supported in their growing communication and language skills in English. However, the staff are less confident in supporting children's home languages in the nursery. For example, although key words are obtained from parents, staff do not always make effective use of this information.

The nursery has strong partnerships with parents and work with them to promote their children's learning and development. Parents spoken to on the day of the inspection praised the standards of care and learning in the nursery. The nursery engages parents in a number of ways. Every child has their own learning journey, that records their achievements from the time they start in the nursery. Parents share information about children's interests as part of their transition into the nursery, so that staff can plan to meet their needs, right from the start. Staff encourage parents to continue sharing information about their children's learning and development, through home observations sheets and by requesting feedback on their children's learning journeys. There are fun days organised, when parents can spend time with their children in the nursery. A nursery toy, 'Jacob the duck', and his diary, go home for the weekend with the children. Parents and children write in his diary about his time in their home. The children are excited to share Jacob's experiences in their homes, with the other children and staff. The nursery highly values the good partnerships with parents in their children's learning and development. This encourages parents to share information and participate in the different ways the nursery nurtures these partnerships.

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

The nursery provides a welcoming setting, fostering a sense of belonging for all, from the babies to the pre-school children and the children in the out-of-school club. Children make secure attachments because there is a robust key-person system, giving the children warm and consistent care. The key person builds strong relationships with the children and their parents, which promotes children's well-being. When children come for their induction visits, staff closely monitor how they are settling, to ensure they are happy. The rooms are well organised, with a good range of accessible resources that meet the needs of the children at different ages and stages. Staff ensure that toys and resources are kept clean through identified cleaning responsibilities throughout the nursery. Children are encouraged to become increasingly independent as they select the resources for their self-

initiated play. Staff support children's behaviour by applying consistent strategies, according to the children's ages and stages of development. Children are well supported by the staff to play together, helping them build relationships with each other. For example, a group of children are in the cottage in the outdoor area, which has props for the children to act out the traditional tale of the three bears. A member of staff is in the cottage with the children. She tells the story and encourages the children to act out different roles, supporting them to play cooperatively.

Children are encouraged to become independent with their health and self-care skills, at an appropriate level for their ages and stages of development. Staff support children's growing understanding of how to manage their self-care. Older children have their own toothbrushes which they use when they are at the nursery. Staff teach children about the importance of brushing their teeth every day. Children are taught the importance of hand-washing, however, occasionally this is not reinforced, for example, when the children are having snack time outside. Children enjoy a range of healthy snacks and meals. Meal times are sociable events as children and staff sit together and chat to each other. The nursery has information on any children with special dietary requirements, and this is displayed in all rooms. The outdoor area has a vegetable garden, which the children are responsible for watering. Children harvest the vegetables and take them to the nursery cook and then enjoy eating them as part of their meals. This encourages the children to try new, healthy foods. Children enjoy opportunities to play in the stimulating outdoor areas, every day. They have space to move around and range of resources and equipment, which support their physical development. Children are encouraged to try new activities, where they are supported by the staff to judge the risks for themselves. For example, babies and toddlers enjoy the challenge of toys that they can push and pull, and tunnels for them to crawl through. Older children learn to ride wheeled toys and develop their physical skills on climbing and balancing equipment.

The key person completes a summary of children's learning and development as they move on to school. The school report includes details of the children's approaches to learning, their interests and their achievements in the seven areas of learning. This document is shared with the school to ensure they have the information that will support smooth transitions for the children. Visits to new schools are organised for children to become familiar with the school, if parents are unable to make these visits. Children become familiar with their new teachers and school environment, supporting them to be confident as they move from the nursery on to school.

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

The manager fully understands the safeguarding requirements and ensures that they are followed by all staff. She knows that all staff are suitable to work with children through thorough vetting processes. The policies and procedures that focus on safeguarding are reviewed annually, or when changes may be necessary because of new requirements. The policies are all read and understood by the members of staff. Staff know how to report any concerns about children's welfare, including signs of possible abuse. Recruitment

procedures are rigorous and follow the guidance on safer recruitment. New members of staff are mentored as part of an induction process, to support and swiftly develop their practice in the nursery. There are robust risk assessments in place to ensure the safety of the children. Staff are well-deployed inside and outside, to ensure the safety of children. Accidents and incidents are regularly analysed by the manager, to identify if any adjustments need to be made to the nursery, ensuring the further safety of children.

Staff are well-qualified and experienced, which means that the children are very well supported in their learning and development. The manager and Early Years Professional lead closely monitor the quality of teaching and learning in the nursery. Children's learning and development trackers are analysed to identify if there are any areas where children are making less progress. This information is used to plan interventions, so that any gaps in learning for children are closing. Staff have regular supervisions and this gives opportunities for the manager to quickly address any concerns and to provide appropriate support. The early years professional lead provides expertise to train and mentor staff. Nursery staff also access external training to further develop their knowledge of the Early Years Foundation Stage. As a result, children and their families benefit from the expertise of a highly trained staff team.

The nursery has established links with the local children's centre. There are strong partnerships with the local authority advisers, who give good levels of support to the nursery. The manager values this support and ensures that any guidance is acted upon and the impact is recorded. Parents are encouraged to evaluate how well the nursery meets the needs of their children. There are feedback questionnaires given out regularly and parents also know that they can share their views with staff at any time. When children leave the nursery the manager asks the parents and children to complete exit questionnaires, to further evaluate how well the nursery is meeting the needs of families. These strong partnerships effectively promote the care and learning of all children.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY296958                 |
| <b>Local authority</b>             | East Riding of Yorkshire |
| <b>Inspection number</b>           | 861598                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 90                       |
| <b>Number of children on roll</b>  | 159                      |
| <b>Name of provider</b>            | Educare Nursery Limited  |
| <b>Date of previous inspection</b> | 28/09/2009               |
| <b>Telephone number</b>            | 01482 873344             |

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

