

Straylands Nursery

Fairfield, Malton Road, York, North Yorkshire, YO31 9LT

Inspection date

08/09/2014

Previous inspection date

10/02/2009

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 quality of teaching is good as staff effectively promote the children's learning and development through a variety of interesting and challenging activities. As a result, children make good progress as they are engaged and motivated in their play.
- An effective key-person system helps children form secure attachments and develop positive relationships, which promotes their emotional well-being. Therefore, children are happy, settled and content within their surroundings.
- 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 successfully to ensure the children are well protected.
- Good partnerships with parents are established and effective strategies are in place to ensure they are involved in the children's development. Consequently, children are well supported in their learning at home.

It is not yet outstanding because

- Occasionally, staff do not use skilful questioning and allow enough time for children to respond, to enable them to further develop their critical thinking skills.
- Children have fewer opportunities to further develop their already good mathematical skills, particularly in the outdoor area.

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 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

Straylands Nursery was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately managed and operates from a three-storey, mid-terraced house on the outskirts of York. There is access to an enclosed outdoor play area. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens Monday to Friday, from 8am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by staff making the most of every opportunity to skilfully question children throughout their activities, for example, by using open-ended questions and by allowing enough time for children to respond
- strengthen the already good practice in teaching children about mathematics by further developing opportunities for them to count and use numbers, particularly when engaging in activities within the outdoor area.

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. They follow the children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. Consequently, all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress overall from their starting points. Staff provide a good variety of interesting and challenging activities to engage and motivate the children in their play. For example, some children are interested in animals, which leads to a staff member suggesting they go on a 'bear hunt' in the outdoor environment. The children show great excitement and develop their problem-solving skills as they re-enact the familiar story by making their own den for the bear using different materials and fabric. As a result, children become active learners as they show high levels of concentration throughout their activities.

Staff complete regular observations and assessments on the children to recognise their achievements and identify their next steps in learning. Systems are in place for tracking the children's progress, which ensures that gaps in their learning are identified and addressed quickly. Parents are actively involved in their children's learning and development as staff promote the importance of a collaborative approach. There are effective strategies in place to engage parents, which ensures continuity of care and learning. For example, parents complete observation sheets to share children's learning at home and receive planning information which offers suggestions to complement children's learning in the home environment. In addition to this, parents are also given regular opportunities to view the children's individual learning journey records and are provided with relevant feedback at the end of each session. The nursery has implemented the progress for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development and their views are valued by staff.

Children show good levels of independence and are comfortable within their surroundings as they are cared for in age-appropriate rooms. They have access to a good range of stimulating resources, which are easily accessible to enable them to make independent choices within their play. Younger children are provided with a wide selection of natural and sensory materials, which promotes their curiosity and interest in the world around them. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. However, occasionally, there are missed opportunities for staff to skilfully question children throughout their play and allow enough time for them to respond to further develop their critical thinking skills.

There are good opportunities for the children to develop their early writing skills as they experiment with a variety of different materials, such as paint, foam, jelly and dough. Children sit happily with staff and listen to stories during group time, which supports their developing interest of books and their early reading skills. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, children enjoy playing in the sand pit, exploring the mud kitchen and building with construction blocks. Staff support children's mathematical development as they promote their awareness of shapes, colours, size and measure. However, children have fewer opportunities to further develop their mathematical skills by counting and using numbers, particularly within the outdoor environment. Children have access to everyday technology as they confidently use the tablet computer, which develops their fine motor skills and coordination. Knowledge and understanding of the world is promoted as staff ensure children learn to care and show concern for living things. For example, children enjoy the nursery dog visiting on a regular basis for walks around the local community. They look after the nursery pets, which include fish, mice and an African pygmy hedgehog. 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 supported well to ensure their individual needs are met. Staff work closely with parents, external agencies and other professionals, such as portage workers, to promote the children's learning and development. Staff have developed good

relationships with local primary schools, which ensures they work in partnership and share relevant information to support children with their future moves.

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

The nursery has an effective key-person system in place, which ensures children form secure attachments and develop positive relationships. The environment is warm, friendly and welcoming, which effectively supports children's all-round development and emotional well-being. Children's own work and photographs are displayed around the nursery, to ensure they have a sense of belonging and feel self-assured. As a result, children are happy, settled and content. Staff are sensitive and responsive to the individual care needs of the children. For example, they offer cuddles and comfort when children are feeling tired or upset. Children are well supported with their move between the nursery rooms and on to the next stage in their learning at school, which ensures they are emotionally prepared for change. Parents spoken to at the time of inspection comment that staff are very supportive and they feel well informed.

Children show good levels of independence throughout their play activities and daily routines as they access their own resources, wash their own hands and help with tasks during mealtimes, such as serving their food and pouring their drinks. There are good hygiene practices in place and children start to develop an awareness of health and well-being as they confidently manage their own personal needs. A variety of balanced and nutritious meals and snacks are offered to the children, which develops their understanding of a healthy diet and lifestyle. Drinking water is accessible to the children at all times, to ensure they remain hydrated throughout the nursery day. Children's good health is further promoted as they have daily opportunities for outdoor play, exercise and fresh air. The nursery also arranges regular outings in the local area, such as visiting the park, beach and theatre.

Staff effectively manage the children's behaviour, dependant on their age and stage of development. They act as good role models as they use a calm and consistent approach to reinforce appropriate behaviour. Staff get down to the children's level to offer clear guidance and simple explanations. As a result, children respond well as they understand the boundaries and expectations within the nursery. Staff promote the use of good manners and remind children to share and take turns during their play. Children are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel respected. Staff talk about the importance of safety throughout the children's activities and encourage them to take appropriate risks. For example, children effectively negotiate space and learn about sun safety when playing in the outdoor area. This ensures that children start to develop their own awareness and understanding of keeping themselves and others safe.

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

The nursery is led by a committed and enthusiastic management team as they strive to provide high quality care and education for the children. Staff demonstrate a good

knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. An effective range of written policies and procedures are implemented successfully to ensure the children are well protected. Children's safety is further promoted as written risk assessments are completed and checks are carried out to ensure the indoor and outdoor environments are secure. Staff are deployed well within the nursery, which ensures children are supervised effectively to maintain their well-being. There are good systems in place for recruitment, induction and vetting procedures to ensure children are cared for by suitably trained, experienced and qualified staff. For example, staff are required to complete relevant training in safeguarding, first aid and food hygiene.

The management team use effective monitoring systems to evaluate the educational programmes and ensure children are progressing well in all seven areas of learning. This also enables staff to support children with identified needs to meet their individual requirements. Staff show a good understanding of how children learn and develop. Performance management is effective as staff are supported through regular supervisions and appraisals to further their professional development. Staff are actively encouraged to attend training courses to further enhance their knowledge, skills and understanding. For example, some staff have completed forest schools training, which ensures the outdoor environment is used to facilitate children's different learning styles. The management team share a clear vision for the nursery and have developed precise action plans to support the self-evaluation process. They strive for continuous improvement to support children's achievements over time and develop the quality of their practice. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve.

Staff have established good partnerships with parents to support children in their learning and development. Parents are well informed and are actively involved in the nursery as they receive daily communication, regular newsletters and questionnaires to gain their views and opinions. There are attractive display boards throughout the nursery and parents have access to a good range of information within the entrance area. Parents are complimentary about the nursery and make comments, such as 'My child settled so quickly and is very happy' and 'My child has developed well especially within her speech and language'. Staff have developed links with external agencies and other professionals to ensure that children receive appropriate intervention and support. The nursery also works closely with the local authority and local primary schools, which makes a strong contribution to meeting the needs of the children.

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. 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

Unique reference number	321566
Local authority	York
Inspection number	868712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	40
Name of provider	Jayne Benn & Tracy Gowlett Partnership
Date of previous inspection	10/02/2009
Telephone number	01904 416306

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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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