

# Skylark Day Nursery

Murray Street, Scarborough, North Yorkshire, YO12 5AB



## Inspection date

19 February 2015

## Previous inspection date

10 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Well-qualified and knowledgeable staff provide a very broad range of interesting activities and rich experiences, both indoors and outside, which support children to make good progress across the seven areas of learning.
- Staff implement effective individual planning to meet the needs and interests of children. As a result, activities are stimulating and exciting for children. They carry out regular observations on the children to help identify where they are in their learning.
- Children are warmly welcomed into a fun, well-resourced environment where they can safely explore, both indoors and outside. This supports children's all round emotional development and well-being.
- Staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- Children are confident, keen to take part in activities and thoroughly enjoy being at the nursery. They are effectively supported by attentive and encouraging staff, who ensure that children settle and behave very well.
- Managers monitor the quality of provision well. They use information from parents, children and staff effectively to set targets and drive improvement.

### It is not yet outstanding because:

- Strategies to drive the quality of staff's practice to a higher level are not yet fully effective.
- Opportunities for children to develop their literacy and numeracy skills in the outdoor environment are not fully developed.

## What the setting needs to do to improve further

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

- enhance staff practice and the quality of teaching to a higher level, for example, by providing regular opportunities for staff to observe each other's work and share best practice
- enhance opportunities to further promote older children's recognition and understanding of numbers and words in the outdoor environment, by adding additional resources, such as environmental print.

### Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the deputy manager and held a meeting with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in nursery rooms.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Effective partnerships with parents and a well-embedded key-person system, help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school. The staff ensure that parents are kept well informed of their children's progress, through daily diaries, termly assessments and regular parents' evenings. The quality of teaching is good and there is a very good balance between adult-led and child-initiated activities. Early literacy and mathematical skills are promoted as children join in with stories and songs, learn to form numerals, count, and talk about size. Younger children develop their hand-to-eye coordination as they use pencils for early mark making. Children benefit from a print-rich environment indoors and are learning that print carries meaning. However, there is scope to enrich opportunities for children to see numbers and words in the outdoor environment, in order to maximise their early mathematical and literacy skills. Both small group activities and one-to-one support are well used to develop children's listening skills and their understanding and speech. This means, children make good progress in their communication and language development.

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

Staff gather information from parents about their child during initial visits before children start to attend the nursery. This helps to fully support children's needs and ensures that they settle quickly and smoothly into nursery. Children's good health is supported because snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding for the importance of physical exercise and a healthy diet. The staff effectively promote children's independence skills. Children are encouraged to put on their own coats and wellington boots before going outside to play. Younger babies are able to explore and investigate the environment because their toys are stored in suitable containers on the floor.

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

Arrangements for safeguarding children are effectively established and staff consistently implement the policies and procedures. This means staff safeguard children's welfare and well-being efficiently. Robust recruitment checks are in place and all staff are suitably vetted to ensure that they are safe to work with children. Staff have a very good understanding of the requirements of the Early Years Foundation Stage. Consequently, they are meeting all legal requirements. Effective supervisions for all staff are in place; this provides support and training. The deputy manager has also introduced systems to observe staff in order to evaluate the quality of teaching provided. However, these strategies are not yet regular or precise enough to be fully effective in consistently sharing and developing higher quality practice throughout the nursery. Effective links are in place with local schools in the area to ensure that children's move to school is smooth.

## Setting details

<b>Unique reference number</b>	EY316828
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	862240
<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>	44
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Skylark Day Nursery Partnership
<b>Date of previous inspection</b>	10 February 2009
<b>Telephone number</b>	01723-375757

Skylarks Day Nursery was registered in 2005 and is located in Scarborough. The nursery employs seven members of childcare staff, all hold appropriate early years qualifications at level 3 and above, including a manager with Early Years Professional status with BA (Hons), PGCE and a manager with BEd(Hons). The nursery opens, from Monday to Friday 50 weeks of the year. Sessions are, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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