

Crescent Day Nursery

7 The Crescent, York, North Yorkshire, YO24 1AW



Inspection date

7 April 2015

Previous inspection date

16 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good knowledge and understanding of how children learn. They provide a varied, stimulating and challenging education programme. Consequently, children are working comfortably within the range of development expected for their age.
- A robust key-person system, helps children to form strong relationships with others. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- 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.
- Children are safeguarded well because staff understand their responsibilities to protect them from harm. Staff know who to contact if they are worried about a child's welfare.
- Children's good health is supported because meals 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 of the importance of physical exercise and a healthy diet.

It is not yet outstanding because:

- Staff do not always take every opportunity to further develop children's understanding of some mathematical concepts.
- Staff do not fully engage all parents to share information about their children's learning at home so that a more consistent approach can be established.

What the setting needs to do to improve further

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

- strengthen the already good practice in teaching children about mathematics by developing opportunities for them to count, discuss size and use numbers further
- provide even more strategies that successfully engage all parents in supporting their children's learning at home and in contributing to the learning processes.

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 manager.
- 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 into account the views of parents through discussion and completed documentation.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the 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

The quality of teaching is good because staff understand how young children learn. They provide them with many hands-on experiences that fully engage their natural curiosity as learners. Consequently, all children, including those who speak English as an additional language, make good progress. Staff use observations of children and knowledge of their interests to plan activities and experiences, which effectively supports their progress. Staff are very flexible when children start in the setting. They work closely with parents and, as a result, children settle quickly. However, although some systems are in place, such as daily discussions, the staff are not routinely engaging all parents to share information about what children are doing at home. As a result, parents are not fully engaged in children's shared learning. The well-qualified staff team make effective use of discussions when they play alongside children. This encourages children to think, investigate and use language to explain themselves. Staff support children's mathematical development as they develop their awareness of shapes and colours. However, older children have fewer opportunities to develop their mathematical skills further by counting, using numbers and discussing size during activities.

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

Staff create a bright, interesting and stimulating environment, where children are eager to develop their own ideas and creativity skills. Children are happy and busy as they confidently take part in daily activities. Staff remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. Staff talk about the importance of safety and allow children to take supervised risks in their play, which gives them the confidence to try new things. For example, staff support children as they balance on equipment in the outdoor area. Mealtimes are happy, social occasions and staff make good use of these opportunities to teach children independence skills. For example, older children serve themselves their own food and pour their own drinks. Children are provided with constant praise and encouragement, which enhances their self-esteem and effectively develops their personal, social and emotional skills.

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

Children are safeguarded because the manager and her staff team understand their responsibilities to protect the children in their care and know the procedures to follow if they have any concerns. The manager and staff team understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Recruitment procedures are robust and ensure that staff are skilled and suitable for their roles. Effective self-evaluation means that the staff continually improve the good service for children and their families. The manager completes regular supervisions to ensure staff are well supported and training needs are identified. Therefore, training and staff qualifications further support the good progress that children make. Staff monitor children's progress through effective tracking that identifies any gaps in children's learning.

Setting details

Unique reference number	321470
Local authority	York
Inspection number	868693
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	38
Name of provider	Northumbrian Trust Day Nurseries Limited
Date of previous inspection	16 May 2011
Telephone number	01904 647198

Crescent Day Nursery was registered in 1992. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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