

# Yorkies Day Care

York Road Nursery School, York Road, Hitchin, Hertfordshire, SG5 1XA



<b>Inspection date</b>	24 July 2015
Previous inspection date	22 September 2010

<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

- Teaching is good and children make good progress. The well-qualified staff team understand how children develop and build on their enthusiasm for learning. They accurately assess their development and provide a rich range of exciting experiences that meet children's individual learning needs.
- Children develop excellent physical health because staff maximise the use of the exceptionally stimulating outdoor area. Children freely explore natural materials. They care for their vegetable beds using the rainwater they gather and compost from their bin. Children use the extensive roadway in the garden and toy vehicles to experience speed and review their road safety awareness.
- Staff develop strong partnerships with parents. They implement ideas to involve parents from the beginning of children's care. Staff establish extremely strong links with the adjoining nursery school. They work consistently to embed the relationship with other schools to prepare children for their future move.
- Staff provide settling-in routines that help children form close attachments with their key person. They use a settling-in book completed by parents and children, and provide a shared induction day with the adjoining nursery school. Children may attend the summer play scheme as part of their settling-in programme.

### It is not yet outstanding because:

- On occasion, some staff do not give children sufficient time to choose how to manage tasks themselves or consider the resources they will need to complete them.

## What the setting needs to do to improve further

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

- expand the opportunities for children to choose the resources they need during adult-led activities and to seek help when they need it.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took parents' views into account by reviewing written references and letters.
- The inspector spoke with all staff and some children at appropriate times throughout the inspection.
- The inspector discussed a selection of activities carried out with the manager.
- The inspector held a meeting with the manager of the setting.
- The inspector reviewed the self-evaluation processes and documents.

### Inspector

Lynne Talbot

## Inspection findings

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's progress is rapid because staff skilfully weave learning into activities. Children work together to develop a complex construction of a town using bricks and play kits. They include a farm, harbour and docks, a castle and several homes. Staff make good use of probing questions and encourage children to consider how they might work together to achieve their goal. Children capably consider how to make bridges balance and how they might use different shaped pieces of train track to change direction. They expand their vocabulary as they make up stories about their town. Children also explore tactile materials to mix textures together. They estimate volume and consider quantity as they use water mixed with dry materials. These child-led activities and the support of staff help children to successfully acquire and practise the skills necessary to move on to school. However, during some activities, children are not encouraged to consider and choose their own resources and staff make suggestions about how to complete tasks and step in to help children too quickly.

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

There are excellent arrangements to care for children and support their well-being. Children play a role in their own learning. They choose activities, which are recorded in their diary each week and are followed through in the observations of children's play. Children learn that their views are important, as their opinions are sought when choosing new equipment for the setting. For example, they have recently requested electronic tablets and a large role-play climbing frame in the garden. Children use stimulating resources in the garden, such as the outdoor music room. Children eagerly play the instruments and view the text and pictures that show instruments from around the world. They march around the garden pretending to be a band. Staff help them to consider the part of the world that the instruments come from. Children have opportunities to make safe choices and understand risk. They use real tools for cooking and help to assess risks in the garden, such as identifying items to be removed from the sand.

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

Leadership is strong and the management's commitment to continuous improvement is evident. Regular reviews of all procedures, by all staff and the proactive committee, ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. Recruitment and induction are robust. Staff work under close supervision as part of their probation. Children are well protected because staff follow robust procedures relating to safeguarding. The manager involves all staff in evaluating their practice, and that of the setting as a whole, to ensure that continuous improvement takes place. Staff undertake and use professional development that is relevant. Such as, attending training to help them establish an assessment system to record children's achievements. Vigilant reviews of the progress in learning made by all children take place.

## Setting details

<b>Unique reference number</b>	146745
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874914
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 6
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Yorkies Daycare
<b>Date of previous inspection</b>	22 September 2010
<b>Telephone number</b>	01462 632333

Yorkies Day Care was registered in 2000. The setting employs eight members of staff, of which five hold an appropriate early years qualification at level 3. One member of staff holds a qualification at level 5. The setting opens from Monday to Friday during term time. Sessions are from 8am to 9pm and from 12 noon to 6pm. In school holidays a holiday club is provided, sessions are from 8am to 6pm.

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