

Holme Garth Nursery

Holme Garth, Holme Lane, Sutton-in-Craven, KEIGHLEY, Yorkshire, BD20 8BU



Inspection date

29 October 2015

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the manager has made significant improvements and implemented changes that have improved teaching and the procedures for safeguarding children.
- The nursery staff have strong partnerships with parents. Parents are invited into the nursery to discuss their children and they contribute to the assessment of their child's learning. Additionally, they are provided with information which helps support children's learning at home.
- Children are confident, motivated and develop close relationships with staff. This helps them become emotionally secure and settle well in the nursery. Children display good levels of engagement in their play and their behaviour is very good.
- Teaching is good. Staff are skilled at supporting children in their play and helping them to make good progress in their learning, considering their starting points.

It is not yet outstanding because:

- Staff do not always consider the organisation of the lunchtime story. This is because they join the younger and older children together. Therefore, the younger children easily become distracted and begin to fidget.
- Staff do not always encourage children to think about what they are doing. This is because they do not make the most of all opportunities to effectively question children during their play.

What the setting needs to do to improve further

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

- review how story time is planned over the lunchtime period, in order to captivate the interest of younger children so that they enjoy listening and develop their concentration skills further
- review how the professional development of staff is linked to improving their skills in questioning young children and building up the staff skill base.

Inspection activities

- The inspector was given a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand what they need to do to protect children from harm and have attended training in safeguarding and child protection to better their understanding. The manager completes robust recruitment procedures and now completes regular updates on staff's ongoing suitability. The provider implements statutory and other government requirements well. Supervision and appraisals are undertaken and now have a stronger focus on teaching and improving staff skills. A training programme is in place and staff are much stronger in their teaching practice as a result. Self-evaluation is effective, and with input from the local authority, there are clear plans for improvement. Monitoring of the educational programmes supports children to make good progress.

Quality of teaching, learning and assessment is good

Staff support children well in their learning and plan a range of exciting activities for them. They listen to children's ideas and preferences and this is reflected when children decide to go out to play in the rain. Children are articulate, active learners. They are provided with good opportunities for developing their speaking, listening and physical skills. Children play well together and readily seek the support of staff when required. A good balance of adult-led and child-initiated learning is provided, enabling children to make choices about what they wish to do. Children develop their creative skills well through the many activities provided. Staff use their good observations and assessments of children's development to plan for their continued good progress across all areas of learning.

Personal development, behaviour and welfare are good

Children are emotionally secure and settled as they move within their base room making choices about their play. Through positive staff interaction, children learn to share and take turns, developing their good levels of self-esteem and confidence. Children enjoy mixing with other children and are well prepared for their next steps in learning. Through a focus on the prime areas of learning, children are being prepared well for school. Children's good health is promoted well. Food is freshly prepared and cooked on site each day, providing children with a healthy balanced diet. All care needs are arranged with parents and, when needed, individual care plans are in place. Staff are considerate to young children when attending to their care needs and support older children to develop their self-help skills and become independent. Strong partnerships with parents and other agencies provide a consistent approach to meeting children's needs.

Outcomes for children are good

The staff have high expectations for all children and this helps children make good progress from their starting points, including funded children. Assessments are accurate, including the progress check at age two and any gaps in attainment are quickly planned to ensure these are closing rapidly. Children enjoy learning and are developing the key skills needed for their future development and learning needs.

Setting details

Unique reference number	400081
Local authority	North Yorkshire
Inspection number	1017815
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Educare NY Ltd
Date of previous inspection	11 June 2015
Telephone number	01535 632130

Holme Garth Nursery was registered in 1985. The nursery opens from Monday to Friday, for 51 weeks of the year, closing for one week at Christmas. Sessions are from 8am until 5.30pm. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two at level 2. The manager holds Early Years Professional status. The nursery provides funded early education for three- and four-year-old children.

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