

# Joseph's Nursery

The Pavillion, Rawcliffe Lane, York, North Yorkshire, YO30 6NP



<b>Inspection date</b>	29 January 2016
Previous inspection date	25 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- The manager is focused, driven and committed to providing the highest quality of care and education for all children. She is a strong leader of a well-qualified staff team, who shares her vision and takes responsibility for helping the setting continuously improve.
- Teaching is good and sometimes outstanding. Staff plan activities and experiences for children which ignite their interests and encourage them to solve problems for themselves. Children become creative thinkers and active learners, as a result.
- Children's safety is central to all staff, who ensure the environment is kept free from hazards and are vigilant as children play. Staff gently remind children how to behave and keep themselves safe as they move around the setting. Children respond well and behaviour is excellent.
- Staff are sensitive to children's emotional needs and help them to feel secure and settled, when they start in the setting. Children form strong attachments with staff, quickly develop confidence and self-belief.
- Partnerships with parents are strong. They value the setting highly and feel very well informed about children's progress and needs. This helps them effectively support children's learning at home.

### It is not yet outstanding because:

- Although parents are kept well informed about their child's learning and progress, the opportunities for parents to contribute to assessments of children's learning are not yet maximised.
- Although teaching is good overall, there is scope to further enhance support given to less experienced staff to help them improve their teaching as swiftly as possible.

## What the setting needs to do to improve further

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

- provide more opportunities for parents to take part in assessments of children's progress, to give staff an even more detailed picture of children's attainment and to more precisely plan for their individual needs
- evaluate the quality of teaching of less experienced staff more rigorously and provide the necessary support to raise the quality of their teaching as swiftly as possible.

### Inspection activities

- The inspector viewed all areas of the building used by the setting.
- The inspector undertook a joint observation with the manager and assessed the quality of teaching and learning.
- The inspector observed children of all ages.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector viewed a range of documentation including, children's records, risk assessments, policies and procedures, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what action to take if they have concerns about children's welfare or development. Staff practice reflects robust health and safety policies and procedures which help to protect children from harm. The manager values the views of children, parents and staff when evaluating the setting and staff practice. This helps development planning reflect the needs of children and their families. The manager closely monitors children's progress across all areas of learning. Staff undertake regular observations, accurately assess children's attainment and ensure that any gaps in their learning are planned for. Staff are committed to working in partnership with schools, settings and professionals to meet children's individual needs. Staff supervision is effective and training has a positive impact on practice. For example, all staff are using signing to help children communicate more effectively.

### Quality of teaching, learning and assessment is good

Children's individual needs are planned for by their key person, who knows them extremely well. Room leaders work with their teams to develop vibrant and inviting spaces which reflect the changing needs and development stages of all children. Communication and language are extremely well supported. Staff are skilled at engaging children in conversations, using rich language and encouraging them to be verbal. Children are given many opportunities to use and develop their senses. Babies are introduced to cold custard as a sensory activity, and excitedly swish it around their trays with a range of interesting tools and toys. Older children investigate the effect of coloured dyes in water and shaving foam. Staff play alongside children, demonstrate techniques and offer a good balance of support and challenge. Furthermore, staff help children to develop the characteristics of effective learning which are key skills to aid their continued good progress.

### Personal development, behaviour and welfare are good

Children cheerfully enter the setting ready to learn and are warmly welcomed by the manager and staff. They quickly settle to activities with their friends, while parents share information with staff. This helps to ensure that children's emotional and physical needs are met. Staff listen to children and let them know that their views are important. This helps children feel a strong sense of belonging and community. Children are very well supported to develop independence. They enjoy real tasks, such as organising the snack table and serving themselves. Staff talk to children about healthy eating and meals provided are varied, nutritious and balanced. Toys, equipment and resources are easily accessible and children happily lead their own learning. Outdoors, children connect with nature, experience all weathers and learn to take risks as they play.

### Outcomes for children are good

All children make at least good progress from their starting points across all areas of learning. Children are active and motivated learners who are developing the skills they need for school when they move on.

## Setting details

<b>Unique reference number</b>	321469
<b>Local authority</b>	York
<b>Inspection number</b>	1028021
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	47
<b>Name of provider</b>	York Childcare Limited
<b>Date of previous inspection</b>	25 February 2013
<b>Telephone number</b>	01904 651767

Joseph's Nursery was registered in 1990 and is one of three nurseries owned and managed by the charity York Childcare Limited. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3, including one with Early Years Professional status and one with a BA (Honours) Degree in Early Childhood Studies. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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