

Wharfedale Babies

Wharfedale Montessori School, Strid Cottage, Bolton Abbey, Skipton, North
Yorkshire, BD23 6AN



Inspection date

Previous inspection date

11 March 2016

27 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. Children enjoy having the freedom to explore and direct their own learning through real, first-hand experiences. This contributes towards children developing high levels of confidence and independence in preparation for their next stages in learning, including school.
- Friendly staff welcome children into an extremely calm and relaxed atmosphere. They create a family orientated environment, helping children quickly form secure emotional attachments with their key person and peers. This contributes towards ensuring that children's emotional well-being is effectively nurtured.
- Managers and leaders continually strive to improve their provision through constant evaluations of practice. They inspire the well-qualified team to adopt a clear and focused vision to provide high-quality care and learning for children.
- Staff model the setting's values very well. Children show high levels of respect for one another. They carefully consider each other's needs, often taking comfort items to other children when they become upset to help them feel assured, settled and happy.
- Partnerships with parents are good. Staff use effective strategies to engage parents in their children's learning, both within the setting and at home.

It is not yet outstanding because:

- On occasions, the arrangements for staff supervision are not rigorous enough to enhance staff's teaching skills to the very highest level from the outset.
- Sometimes, staff do not closely support older, more-able children to persevere and develop their physical skills even further.

What the setting needs to do to improve further

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

- strengthen the systems for performance management, particularly when staff are new, to build upon their good knowledge and enhance teaching practice to the very highest level from the outset
- refine teaching and more closely support older, more-able children to persevere when developing a new skill to enhance their physical abilities even further.

Inspection activities

- The inspector toured the nursery.
- The inspector examined a range of documents. These included, the policies and procedures, risk assessment records, children's registration forms, evidence of suitability checks, monitoring documents, records of training and children's learning files.
- The inspector held discussions with the provider, manager, staff and children throughout the inspection.
- The inspector observed children throughout the inspection, both indoors and outside.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector took account of the views of parents and carers from comments noted on the provider's own parent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of the procedures to follow to protect a child's welfare. Staff remain vigilant at all times. Their thorough checks of the environment, close supervision and robust recruitment procedures help to keep children safe in their care. Children's progress is monitored effectively to help ensure that any gaps in learning are swiftly identified and supported. The close-knit team works together very well, drawing upon each other's strengths to create a strong team. Detailed improvement plans, regular staff meetings and feedback from parents are very clearly focused on making improvements. Established systems for performance management are in place and generally help staff to improve their practice.

Quality of teaching, learning and assessment is good

Staff have high expectations of children and are fully responsive to their learning needs. They effectively track children's progress and use this to plan challenging activities that help them to make good progress. Older children have fun moving freely with pleasure and confidence when using different materials, such as scarves. They handle books carefully and are confident to retell familiar stories using the pictures for clues. Staff's good use of questions helps to deepen children's understanding of texture and colour when using creative materials. Younger children are confident to use carefully placed equipment to pull themselves up on. They show skill in moving themselves along with their feet when accessing resources, such as ride-on toys. Staff encourage younger children to join in when singing familiar songs to promote their language development. They provide effective props, such as ducks to encourage children's active involvement.

Personal development, behaviour and welfare are good

Staff take a special interest in children's lives. They readily enhance their provision in response to any changes in family circumstances, such as the arrival of a new baby, so that children are prepared. Staff model the expectations for behaviour in a very calm and patient manner. They actively encourage children to play together, share and use good manners, contributing towards all children displaying positive, respectful behaviour. Staff provide daily opportunities for children to exercise in the fresh air to promote their good health. Children enjoy running around freely in the open spaces and they take an interest in exploring their natural surroundings. Visits to local festivals help children to learn about their wider community. The sharing of staff ensures that children benefit from familiar faces when moving into the school nursery, helping them to feel assured in their move.

Outcomes for children are good

All children make good progress given their starting points. Staff teach them to respect others and encourage good social skills from a very early age. Babies are self-assured and demonstrate a desire to freely explore their surroundings. Older children are motivated and enthusiastic learners who develop high levels of confidence and independence. Staff effectively tailor support to help children who speak English as an additional language to become good communicators. This helps to prepare children well for their next stages in learning, including school.

Setting details

Unique reference number	EY340891
Local authority	North Yorkshire
Inspection number	873373
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	16
Number of children on roll	15
Name of provider	Wharfedale Babies Partnership
Date of previous inspection	27 March 2012
Telephone number	01756 710452

Wharfedale Babies was registered in 2006. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including the manager who holds an appropriate early years qualification at level 6. The nursery opens from Monday to Friday for 46 weeks of the year. Sessions are from 8am until 6pm. The nursery is run by the proprietor of the nearby Montessori school and follows the Montessori philosophy.

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