

York Campus Nursery

University of York, Heslington, York, North Yorkshire, YO10 5DD



Inspection date

30 June 2016

Previous inspection date

21 February 2011

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

- Staff demonstrate a good understanding of how children learn. They weave in exciting opportunities for children to practise their expertise. Children play a key role in all areas of provision. They make decisions and choose what they want to learn each day, indoors and outside. They have excellent opportunities to express their opinions and guide their own learning.
- The manager and team are well established. They are aware of what each child needs to learn next and plan accordingly. The strong, inclusive atmosphere of the nursery helps to ensure that the active promotion of equality and diversity, and tolerance and respect, underpins daily practice.
- All children, including children who speak English as an additional language, are well prepared for their move on to school. Teachers attend the nursery to meet with children and gather information about their individual needs. This supports children's future learning and development and their emotional well-being.
- Good care practices, and an abundance of physical activity and outdoor play, instil early messages about keeping safe and healthy. Staff encourage children to have a go, to persevere and celebrate their determination and achievements. This builds on children's self-esteem and confidence and they make good progress.

It is not yet outstanding because:

- Although, assessment of individual children is good, the management team has not yet established a highly successful system to monitor and review the progress of different groups of children.
- Evaluations of staff's practice are not yet precise enough to fully identify how to support them in strengthening their already good teaching skills.

What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children, and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- enhance the quality of observations of staff's practice and further develop their teaching skills, so that all children consistently benefit from exemplary teaching and learning experiences.

Inspection activities

- The inspector observed a range of activities in all parts of the nursery, including the outdoor provision, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are excellent. Parents have continuous access to their children's learning files, and comment that they are very happy with the care and learning provided for their children. In addition, out and about books, newsletters with upcoming events, learning ideas and a lending library help parents to extend children's learning further. Arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedure to follow if they have concerns about a child's welfare. There are robust recruitment and vetting procedures that enable the management team to ensure that staff are suitable for their role. Managers regularly review their practice and identify areas for improvement. They welcome parents' opinions and act on them to ensure they continually move forward.

Quality of teaching, learning and assessment is good

The experienced and well-qualified staff team demonstrate consistently good teaching skills. They engage positively in children's play and activities, enhancing learning opportunities. Staff gather information about what children already know and make accurate observations and assessments, and use these to plan for the next steps in their learning. Older children's natural curiosity and exploratory instincts are very well fostered, as their surroundings supply endlessly fascinating challenges. Children demonstrate excellent communication and critical-thinking skills which are supported by the skilful staff naturally weaving questions into conversations. When children explore the messy area or mud kitchen, staff ask questions, such as, 'I wonder?' and 'How did that happen?' Staff sensitively adapt activities to suit individual needs, interests and learning styles. Staff provide enjoyable activities to help babies develop good physical skills, use their senses and explore very early writing. Parents are regularly advised of children's progress and involved in their assessments.

Personal development, behaviour and welfare are good

Staff promote positive behaviour well and children understand behavioural expectations. For example, they talk about their feelings and resolve disagreements in a mature way. This boosts children's self-esteem and they respect each other. The key-person system is very effective as all staff are clear about their role in helping children and babies form secure emotional attachments. Staff support children to gain an understanding of people, their community and the wider world. Children learn about the importance of leading healthy lifestyles and being physically active. They show independence, for example, choosing healthy snacks and washing their own hands.

Outcomes for children are good

Children from all backgrounds are developing a positive and enthusiastic attitude towards learning. Children of all abilities, including those who speak English as an additional language, are making good progress in their learning relative to their starting points. Older children can identify their name and know the individual letters. Children are well prepared for starting school and gain the necessary skills to support their future learning.

Setting details

Unique reference number	321535
Local authority	York
Inspection number	868703
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 - 4
Total number of places	39
Number of children on roll	59
Name of registered person	The Nursery Management Group Committee
Registered person unique reference number	RP905081
Date of previous inspection	21 February 2011
Telephone number	01904 323737

York Campus Nursery was registered in 1989. It is run by a management committee on behalf of the University of York. It operates from the south campus of York University, which is situated in the Heslington area of York. The nursery opens 49 weeks of the year, Monday to Friday, 8.30am to 6pm. The nursery employs 15 members of childcare staff, who all hold appropriate early years qualifications from level 3 to level 6. The nursery receives funding for the provision of early education for three- and four-year-old children, and supports children who speak English as an additional language.

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