

# Adventurers Day Nursery

37 Hospital Fields Road, Fulford Industrial Est. Fulford Road, York, YO10 4DZ



## Inspection date

25 August 2016

Previous inspection date

10 October 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

- Staff have created a friendly and welcoming environment. They tailor settling-in arrangements to meet children's needs. Transitions between rooms are carefully planned to support their emotional well-being. Children clearly enjoy their time in the setting and have formed strong attachments with staff.
- Teaching is consistently strong. Staff plan purposeful activities that are matched well to children's needs. They interact skilfully and ask a good range of questions to stretch, challenge and guide children in their learning.
- Staff promote children's language and communication skills well. They repeat key words and phrases and introduce new vocabulary. This helps all children, including those who speak English as an additional language, to develop these skills quickly.
- Children are provided with good opportunities to develop self-care skills. They show high levels of confidence as they complete age-appropriate tasks independently.
- Self-evaluation is used effectively to identify weaknesses and drive continued improvement. The views of parents, staff and children are considered successfully to ensure that planned developments are appropriate.

### It is not yet outstanding because:

- Staff do not gather in-depth information from parents about children's learning at home, in order to complement their good teaching.
- Staff do not yet follow an astute programme of professional development to raise their teaching skills to the highest level.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about children's learning at home and use this to complement teaching
- develop a programme of professional development that extends staff's already good teaching skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the managers and discussed the setting's evaluation procedures and improvement plan.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents, staff and children and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are stringent procedures in place to check the suitability of staff and help them to understand their roles and responsibilities. Staff receive comprehensive child protection training and are alert to the possible indicators of abuse and neglect. They know how to report and document any concerns relating to children's welfare. The setting is led by a team of ambitious managers who are committed to providing a high-quality service. They welcome support from the local authority advisors and implement changes in response to their recommendations. Overall, staff are supervised well. The setting has developed good working relationships with other providers and feeder schools. They use effective two-way communications to share information and promote continuity in children's care and learning.

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

Staff are attentive and enthusiastically interact to enhance children's learning. They expertly ask questions and help children to express their thoughts and ideas. Babies play cooperatively with staff and take turns to pass vehicles back and forth. They enjoy singing sessions and excitedly copy actions, as demonstrated by staff. Older children pretend to go on picnics and prepare food in the play kitchen. Staff skilfully help children to develop storylines and be imaginative. They introduce shape and size into children's play and encourage them to count. This helps to promote children's mathematical skills. Staff use accurate observations and assessments to plan for children's future learning. Parents are kept well informed of children's progress. They receive regular progress reports and have opportunities to look at their child's learning journals. Managers monitor the progress of groups of children and use this information to evaluate the effectiveness of teaching. This helps to ensure that any gaps in children's learning are closed swiftly.

### Personal development, behaviour and welfare are good

The vibrant playrooms are well organised and equipped with an array of high-quality toys and resources. Children are motivated learners who eagerly follow their own interests and make decisions about their play. Staff are supportive and provide praise and encouragement. They consistently reinforce rules and help children to resolve minor disputes amicably. Consequently, children know what is expected of them and behave well. Children are provided with nutritious meals and have ample opportunities to play outdoors. This helps to support their physical well-being and good health.

### Outcomes for children are good

Children make consistently good progress in all areas of learning and are prepared well for later moves to school. They are confident and eager to explore and learn. Children play harmoniously together and take turns and share resources. Babies repeat key words and phrases in response to adult interactions and older children are strong communicators. Children are developing good physical skills and handle a range of tools safely and with increased control.

## Setting details

<b>Unique reference number</b>	EY245791
<b>Local authority</b>	York
<b>Inspection number</b>	1059638
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Lynn Dyrdal
<b>Registered person unique reference number</b>	RP906782
<b>Date of previous inspection</b>	10 October 2012
<b>Telephone number</b>	01904 628060

Adventures Day Nursery was registered in 2002. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children and supports those who speak English as an additional language.

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