

Abbey Fields Day Nursery

Unit 4c, Selby Business Park, Bawtry Road, Selby, YO8 8NB



Inspection date

28 February 2017

Previous inspection date

18 March 2013

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's good teaching skills motivate children to learn. For example, early literacy and mathematical skills are promoted as children join in with stories and songs and learn to count. Children make good progress in their learning.
- Staff act as positive role models. They manage children's behaviour effectively and talk about the importance of safety throughout children's activities.
- Children enjoy a variety of nutritious snacks and home-made meals, which helps to promote their good health.
- Self-evaluation is effective and the manager shows commitment to developing the nursery. She uses her qualifications and experience to skilfully evaluate the quality of the nursery. This helps benefit children and results in a service that is continually improving.
- Children are warmly welcomed into a friendly, stimulating environment where they can safely explore, both indoors and outside. This supports children's all round emotional development and confidence.

It is not yet outstanding because:

- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.
- Occasionally, staff do not always consider how children of different ages can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- enhance systems for obtaining more detailed information from parents about children's learning and developmental abilities on entry
- support staff in taking more account of the different ages of children when planning group time activities to ensure that all children are fully involved.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector viewed all areas of the premises used by children.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She checked evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and the impact this has on the nursery.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained to recognise and respond to any concerns regarding children's welfare. A good range of policies, procedures and risk assessments is implemented, helping to ensure there is a safe and secure environment for children. Staff are carefully deployed to help keep children safe in all areas. The manager implements a process of monitoring staff's performance. For example, staff have regular appraisals and are observed interacting with children. This helps to identify staff's training needs and supports staff who promote children's learning well.

Quality of teaching, learning and assessment is good

Staff provide challenging and stimulating activities to engage children and encourage them to think creatively. For example, older children make their own play dough. Younger children sit happily with staff as they enjoy listening to stories. They help to turn the pages of the book and talk about the different pictures throughout the story. This helps to support young children's early literacy skills effectively. Regular assessments and tracking of children's progress over time, shows how children are developing. Support is provided by staff where there are any gaps in achievement or performance is lower than expected. Partnership with parents is valued and effectively supports children's progress and development. The nursery care for children who have special educational needs and/or disabilities. The special educational needs coordinator, who is also the nursery manager, works closely with parents and other professionals. This helps to promote a collaborative approach to meet the individual emotional needs of children. Parents spoken to during the inspection express their satisfaction with the nursery.

Personal development, behaviour and welfare are good

The key-person system is successful in helping children form effective emotional attachments. This helps to ensure that their individual care needs are met. Staff use opportunities to support children who speak English as an additional language well. They plan regular communication and language activities and engage children in constant discussion. Children enjoy playing outdoors. The area allows children to explore and move freely. Children engage with a range of equipment, which covers all areas of learning. For example, they can develop their literacy skills using mark-making materials. They are supported to develop their physical skills as they manoeuvre bicycles and tricycles around the spacious area. A mud kitchen has implements to encourage children's free play and exploration.

Outcomes for children are good

All children, including children who speak English as an additional language and children who have special educational needs and/or disabilities, make good progress in their learning and development. Children confidently follow routines and deal with their self-care needs well. For example, at lunch time, older children take turns to wash their hands and then find their place at the table, where they serve their own lunch. These opportunities help children to gain the skills and attitudes they need for future learning. Children are ready for school, independent and able to direct their own learning.

Setting details

Unique reference number	EY258075
Local authority	North Yorkshire
Inspection number	1060917
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 - 10
Total number of places	54
Number of children on roll	115
Name of registered person	Abbey Nurseries Ltd
Registered person unique reference number	RP521345
Date of previous inspection	18 March 2013
Telephone number	01757 705222

Abbey Fields Day Nursery was registered in 2003. The nursery employs 19 members of childcare staff. Of these 13 hold appropriate early years qualifications, including nine staff who hold a qualification at level 3 and three staff who hold a qualification at level 5. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The out-of-school club operates from 7.30am until 8.30am and from 3.10pm until 6pm during term time. During school holidays the club operates from 7.30am until 6pm.

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