

House Martins Childrens Day Care Centre

6 St. Michaels Street, Malton, North Yorkshire, YO17 7LJ



Inspection date	9 March 2017
Previous inspection date	11 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Self-evaluation is effective. Staff work well as a team and reflect on the provision. They know the strengths of the nursery and have a clear vision for continuous improvement. This helps to improve outcomes for children and their families.
- Children are very confident in the nursery. Staff have created strong relationships with children and their families and this helps children to feel safe and extremely secure.
- Children play and learn in an extremely stimulating environment, both indoors and outdoors. This contributes towards them being highly motivated and busy learners as they explore new experiences.
- Staff are committed to supporting all children to make good or better progress in their learning and development. They monitor children's progress and provide a wide range of activities and learning opportunities for children.
- Children's behaviour is exceptionally good. Staff support children effectively and engage children in purposeful and well-rehearsed routines. This helps children to demonstrate high levels of independence and they take turns and share with ease.

It is not yet outstanding because:

- Staff do not fully analyse the information they collate on children's achievement sharply enough to be sure that different groups are making equally rapid progress.
- Staff do not gather enough detailed information from parents about children's learning and development abilities on entry.

What the setting needs to do to improve further

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

- enhance the monitoring of groups of children and accelerate all children's progress in all areas of learning
- enhance systems for obtaining more detailed information from parents about children's learning and developmental abilities on entry.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with both nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children. She spoke to a number of parents during the inspection and took account of their views.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector discussed the self-evaluation and the impact this has on the nursery.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly update their safeguarding knowledge and understand their responsibilities to protect children in their care. There is a comprehensive safeguarding policy in place which underpins their practice. The management team monitors the quality of teaching and staff are well supported and training needs are identified. Effective links are in place with local schools to help ensure that children's move to school is smooth.

Quality of teaching, learning and assessment is good

All staff are qualified and the quality of teaching is consistently good. Staff recognise when opportunities arise to enhance children's knowledge, particularly in their interests. For example, staff talk to older children about volcanos and lava. Children use their imagination as they explore a mixture of sand and shaving foam and create scenes after a hurricane. These activities excite, engage and motivate children to learn. Staff regularly share information with parents about their child's achievements. For example, they share observations with parents and give parents details about what children need to learn next. This means that children's learning is effectively shared between home and the nursery. Staff support children well in their communication. They ask them questions to encourage their thinking and language skills.

Personal development, behaviour and welfare are outstanding

A robust key-person system is implemented, which helps children to settle quickly. Children are learning to take care of their own well-being. They independently use the bathroom and wash their hands confidently. Children are encouraged to put on their own shoes for outdoor play and are consistently praised for their achievements. This helps to promote children's emotional well-being exceptionally well. Children are learning to take on small responsibilities, such as serving their own lunches. They feel a great sense of responsibility and know procedures very well. Children's health and dietary needs are known and understood by all staff, including the nursery cooks. This helps to ensure that all children's care needs are met meticulously. Staff are very reassuring and recognise if babies need comfort and support. Children's moves between rooms are supported excellently. Children take home information for their parents to discuss with them, including photographs of the new staff that will be caring for them.

Outcomes for children are good

Children spend plenty of time outside, exploring the range of stimulating activities and resources. This has an extremely positive impact on their physical development. Children develop positive attitudes towards taking part in learning experiences. For example, older children confidently find their names when they arrive at the nursery to sign themselves in. Children's mathematical development is well supported. They increase their awareness of shapes, colours, number and size during activities. All children, including those who speak English as an additional language, make good progress in their learning and development. Children are enthusiastic learners who acquire skills and develop confidence in preparation for starting school.

Setting details

Unique reference number	400095
Local authority	North Yorkshire
Inspection number	1064135
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	44
Number of children on roll	82
Name of registered person	Marsha Turnbull
Registered person unique reference number	RP906393
Date of previous inspection	11 April 2013
Telephone number	01653 692020

House Martins Childrens Day Care Centre was registered in 1999. The nursery employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff who holds early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one to two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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