

Regent Private Day Nursery

19-21 Regent Road, Skipton, North Yorkshire, BD23 1AT



Inspection date

27 July 2017

Previous inspection date

16 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 leadership team have worked hard to improve practice since the previous inspection. They have been reflective about changes that were necessary, have prioritised actions effectively, and have supported staff to implement improvements. This has helped promote effective teaching and ensures children's safety.
- Partnerships with parents are strong. Parents feel well supported to help their children carry on learning at home because they say they are well informed by the staff.
- The outdoor area provides lots of opportunities for children of all ages to explore, play together and learn about the natural environment.
- Activities and experiences offered in the baby room support the development of early language skills. These include talking and singing together, sharing favourite books, and providing interesting resources which babies like to examine.

It is not yet outstanding because:

- The development plan for the setting has supported the team to address the actions from the last inspection. However, it does not yet record the setting's ambition to continually improve in the long term future.
- Whilst coaching and guidance is given to less experienced staff, this support is relatively new. As a result, the quality of teaching is occasionally inconsistent, as some staff's individualised training plans are in the early stages of development.

What the setting needs to do to improve further

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

- Continue to embed the practices to support less experienced staff to continually improve their practice.
- Implement a development plan that demonstrates the commitment to improve the provision and captures the voice and views of children, parents and staff.

Inspection activities

- The inspector met with parents and discussed their views and experiences of using the setting.
- The inspector carried out a joint observation of teaching and learning with the deputy manager of the setting.
- The inspector looked at children's records including learning journals, progress reports, assessments and planning documents.
- The inspector observed activities in each of the playrooms and the outside area and spoke to children and staff.
- The inspector held a meeting with the leadership team for the setting.
- The inspector viewed a range of documentation including the setting's development plan, a sample of policies and evidence of the suitability of staff working in the setting.

Inspector

Louise Goodger

Inspection findings

Effectiveness of the leadership and management is good

The leadership team have high expectations for themselves, their staff and the children at the setting. This ethos has driven the significant improvements made since the last inspection. Staff roles and responsibilities are delegated and defined well. Safeguarding arrangements are effective and staff are aware of their responsibilities for promoting children's safety and well-being. Staff are appointed appropriately and their ongoing suitability is checked through induction and performance management procedures. Staff say they feel well supported through informal guidance, and more formal mentoring meetings. This has had a positive impact on the quality of teaching for all age groups. The setting's development plan has helped the staff address the actions raised at the last inspection. However, it does not currently reflect the views of parents and staff, or the voice of the children.

Quality of teaching, learning and assessment is good

Staff make regular assessments of the children's development which are checked by the leadership team to ensure accuracy, and shared with families. These help staff to decide on ever-more challenging experiences to further extend children's learning. Most staff plan exciting opportunities for children of all ages both indoors and outdoors and effectively include children's interests into activities. This helps to keep them engaged and supports their learning well. For example, a story about the three little pigs led to a group of pre-school children initiating an activity where they built and knocked down houses in the construction area. Families using the setting report that staff build close relationships with them and their children. This ensures that children's progress is viewed as a 'joint effort'.

Personal development, behaviour and welfare are good

Children are well-behaved and require minimum input from staff to resolve minor disputes. Experienced staff show their colleagues how to effectively support less confident children. Older children were observed voting whether they had a snack now or after an activity. They described reasons for voting one way or another, and settled on a majority decision. The newly appointed cook ensures that children are offered healthy meals and snacks from the varied menu. Mealtimes are organised as social occasions, and offer good opportunities for children to develop their communication skills. Children are supported to make the move from one room to another when they feel happy to do so. Older children who are soon due to start school are excited about this change.

Outcomes for children are good

Children's progress is in line with expectations for their age and some children are exceeding these milestones. Staff continue to offer appropriate experiences and activities to challenge children. Gaps in children's development are acted upon as staff offer individualised, and regularly reviewed support. Children who speak English as an additional language benefit from dual-language visual timetables, and regular updates between parents and staff. For some older children, levels of development on entry to the setting can be difficult to determine due to previous assessment practices. These have now been reviewed and improved, ensuring a clear picture of each child's development.

Setting details

Unique reference number	400129
Local authority	North Yorkshire
Inspection number	1088553
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	44
Name of registered person	Susan Margaret Hall
Registered person unique reference number	RP906351
Date of previous inspection	16 February 2017
Telephone number	01756 792704

Regent Private Day Nursery opened in April 1988 and is situated on the outskirts of Skipton. The nursery provides free early education funding for three- and four-year-olds. The nursery is open each weekday from 7.30am until 6pm all year round. There are nine members of staff, five of whom hold an early years qualification at NVQ level 3; 3 staff at level 2; and 1 unqualified.

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