

Askham Bar Day Nursery

Askham Bar, Tadcaster Road, Dringhouses, York, North Yorkshire, YO24 1LW



Inspection date

8 December 2017

Previous inspection date

22 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always successfully engage and involve children in purposeful play. Activities are not always challenging enough to help support what individual children need to learn next. Children do not make the progress of which they are capable.
- The manager does not support staff well enough to improve their practice. For example, staff supervision sessions do not identify specific targets to address weaknesses in their practice. This means that the quality of teaching is variable, overall.
- The manager does not consistently gather or use the views of parents and children when reflecting upon the effectiveness of the setting, to help identify areas for further improvement.
- The manager does not monitor the progress made by different groups of children.
- Staff do not make the most of opportunities to promote children's communication skills.

It has the following strengths

- The new manager has started to make positive changes to the setting. For example, she has reorganised the rooms to better suit children's ages and stage of development.
- Children develop close relationships with the staff and settle well in the nursery. This helps to promote children's personal, social and emotional development well.
- Staff gather information from parents about children's development when they first start at the setting. This helps to promote continuity in children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff plan for purposeful play and provide challenging activities that effectively engage and meet children's next steps in learning to support all children to make good progress	12/01/2018
■ improve the arrangements for supervision of staff to provide targeted support, coaching and training to help raise the quality of teaching overall.	12/01/2018

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

- gather the views of parents and children when reflecting on the effectiveness of the setting and use these to help identify and address further priorities for improvement
- monitor the progress made by different groups of children to help identify any gaps in children's learning and put appropriate strategies into place to close these
- make better use of opportunities to promote children's language and communication skills effectively.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and discussed self-evaluation. She looked at relevant documentation, such as staff training records and supervision forms, children's assessment files and a selection of policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not monitor staff practice rigorously enough. For example, staff supervisions are not fully effective at identifying what support or training they need, to improve the quality of teaching. The manager reflects on the effectiveness of the setting overall. However, she does not yet gather and use parents and children's views to help her to drive continual improvement. The manager has started to look at children's assessments more closely. However, they do not effectively monitor the progress of key groups, such as children who speak English as an additional language. Safeguarding is effective. Staff are clear about what action to take if they had concerns about a child. They understand policies and procedures in place. For example, they know how to reduce possible risks to children associated with mobile phones, cameras and social media.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. For example, staff do not engage children in conversation during play. They do not consistently model key language, for example, while younger children are exploring sand. Children enjoy following their own interests in play. Older boys build models and children enjoy dressing up in a variety of outfits. This helps to promote their imaginative skills well. Overall, staff observe children's play and identify the learning taking place, such as literacy. However, they do not always target activities sufficiently towards what individual children need to learn next. Staff keep parents informed about their child's development, including through daily discussions, observations and summaries of progress.

Personal development, behaviour and welfare require improvement

Children generally behave well. However, because staff do not always plan challenging activities, which engage children effectively, they sometimes lose concentration or motivation during activities. Staff support children during care routines effectively. For example, staff understand and consistently meet babies' individual feeding needs. Older children are encouraged to get their own cutlery and pour their own drinks. This helps to promote children's independence skills. Children spend time outdoors where they practise their physical skills, going up and down the slide and balancing across the stepping stones. Staff take the children on trips in the local area, for example, they visit a railway museum.

Outcomes for children require improvement

Staff do not always closely match activities to children's individual needs and therefore activities do not provide enough challenge to help children make consistently good progress. However, children grow in confidence and build close friendships with others. They develop some skills in preparation for school and their future learning. For example, children experiment making marks with pens on paper. They sing songs, play instruments and read books together.

Setting details

Unique reference number	321595
Local authority	York
Inspection number	1064115
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	1 - 4
Total number of places	32
Number of children on roll	61
Name of registered person	Lynn Dyrdal
Registered person unique reference number	RP906782
Date of previous inspection	22 August 2013
Telephone number	01904 703702

Askham Bar Day Nursery registered in 1996. It is in Askham Bar, York. The nursery employs 11 members of childcare staff. Of these, nine childcare staff hold appropriate early years qualifications at levels 2 and above. The nursery opens Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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