

# Straylands Day Nursery

Fairfield, Malton Road, York, North Yorkshire, YO31 9LT



## Inspection date

20 March 2018

Previous inspection date

8 September 2014

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:

- The quality of teaching is inconsistent. Staff do not use the information they gain from observations and assessments to identify the next steps for children's learning and inform future planning.
- Opportunities are missed to help children develop their understanding of the importance of good hygiene practices, specifically relating to handwashing.
- Staff do not always organise large-group activities well to fully support children's learning. Sometimes, the activities are lengthy and not matched to each child's stage of development.
- The information staff gain from parents when children first start is not always detailed enough to clearly establish what they already know and can do.
- Although leaders and managers can identify some strengths and areas of development, they do not use this knowledge to focus robustly on improving outcomes for children.

### It has the following strengths

- Staff care well for children who have special educational needs and/or disabilities. They give thought to the provision of resources and activities that help them make some progress.
- Partnerships with other professionals involved in the care of children provide continuity.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ develop the quality of teaching further and use information gained from observations and assessments to plan experiences which support the next steps in children's learning	27/04/2018
■ implement effective hygiene practices to minimise cross-infection, with particular regard to implementing good handwashing routines.	27/04/2018

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

- review the organisation of large-group activities so that all children are challenged appropriately, according to their stages of development
- strengthen the information gathered from parents about what children already know and can do when they first start to attend
- make effective use of self-evaluation so that any weaknesses in practice are quickly identified and swift action is taken to address them.

## Inspection activities

- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector sampled a range of documentation, including suitability checks of staff who work directly with children and records of children's progress.
- The inspector held a meeting with the manager and provider to discuss areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know what action to take should they have any concerns about children's welfare. The management team ensures that staff working with children are suitably qualified and vetted appropriately. Risk assessments and daily checks help support children's safety. Supervisory meetings and training for staff help to update their knowledge. Overall, the management team identifies the nursery's strengths and areas for development. However, they do not focus sharply enough on improving outcomes for all children. Generally, partnerships with parents are positive. Parents comment they are pleased with the care their children receive. However, the information gained from parents about children's current stages of development when they first join the nursery is not sufficiently robust.

### Quality of teaching, learning and assessment requires improvement

Staff do not make the best use of their observations and assessments. Planning is not consistently linked to staff's observations of the achievements of some individual children to identify their next steps in learning. Therefore, the activities they plan do not match the individual learning needs of each child. In addition, staff sometimes fail to engage all children or sustain their interest in large-group activities. In spite of these weaknesses, children enjoy their time at nursery. Staff support children's communication and language development. They encourage children to think and predict what is going to happen when they mix two colours of paint together. Children show an interest in books and listen well to stories. Younger children have opportunities to enhance their early investigative skills. For example, they sit with staff and explore a range of different media, including shaving foam and spaghetti.

### Personal development, behaviour and welfare require improvement

Children behave appropriately and staff are effective role models. They routinely praise positive behaviour and children's achievements. Children benefit from nutritious meals and regular access to outdoor play. This helps them to develop a suitable understanding about the benefits of a healthy lifestyle. However, hygiene practices, such as handwashing are not effective in promoting children's health and well-being. Children develop their knowledge and understanding of the world. For example, they explore different festivals, such as Easter.

### Outcomes for children require improvement

Children do not make enough progress due to inconsistencies in assessments and planning. However, overall, children develop some of the skills they need to move on to school. Children develop their independence, for example, as they learn to confidently carry out simple tasks. Older children build secure friendships as they play cooperatively and work together.

## Setting details

<b>Unique reference number</b>	321566
<b>Local authority</b>	York
<b>Inspection number</b>	1103730
<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>	22
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Jayne Benn & Tracy Gowlett Partnership
<b>Registered person unique reference number</b>	RP518356
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	01904 416306

Straylands Nursery registered in 1992. The nursery employs eleven members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery is open Monday to Friday from 8am until 6pm all year round, except for bank holidays and a week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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