

Childcare Centre

The Childcare Centre, Askham Fields Lane, York, YO23 3FY



Inspection date	10 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are skilled at following children's lead and encourage them to make choices about their learning. They have a good knowledge of their key children and plan interesting activities which help them to make good progress.
- Older children show readiness for starting school. Staff help them to develop good concentration skills and incorporate literacy and mathematical concepts into daily routines, such as circle times.
- Babies and young children have developed secure bonds with their key person and show they feel safe in their care. The procedures to help children settle in are robust and staff use information collected from parents to meet children's individual needs.
- Children's behaviour is exceptional and staff have high expectations of them. Children build very good levels of self-esteem and show confidence in their own abilities. They benefit from the praise and support from staff.
- Managers and the staff team have worked hard to develop good partnerships with parents and other professionals. They regularly gather feedback to drive improvements forward and maintain good levels of care and learning for children.

It is not yet outstanding because:

- On occasion, staff do not recognise and respond to opportunities to challenge older children and extend their learning.
- Managers have not fully developed robust ways to monitor staff's practice, including their completion of children's progress assessments.

What the setting needs to do to improve further

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

- sharply focus teaching for older children during activities so that they are highly challenged to make rapid progress
- enhance the ways to monitor and develop staff's practice even further, particularly in regard to their assessments of the youngest children's progress.

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 to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents and spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager regularly reflects on the overall effectiveness of the centre. She holds regular staff meetings and appraisals which, generally, identify areas for development. For example, staff are well qualified and have developed their skills in recognising language delay. Currently, they are embedding a new system online to help parents engage even further in children's learning. Overall, room leaders monitor the progress children make across all areas of learning. This helps to identify any areas of slower progress and they make plans to close any potential gaps in learning. Safeguarding is effective. The manager has procedures to follow to ensure staff recruitment is robust. Staff know what to do if they have concerns about children's welfare and recognise signs of extreme views.

Quality of teaching, learning and assessment is good

Staff prepare the environment effectively to capture children's interests when they arrive. Children are consistently engaged in activities and show enjoyment in their learning. For example, staff use their observations of children's progress to plan purposeful next steps in learning. Older children thoroughly enjoy baking cakes and staff help them develop critical-thinking skills. They use open questions to help children discuss what happens next and the instructions to follow. Toddlers develop interest in the marks they make outdoors with chalks. They enjoy developing physical skills as staff jump in puddles with them and sing songs. Babies enjoy stories with their key person and others use brushes and their hands to explore the textures in the foam tray. Staff share and gather information about children's learning with their parents and use this to contribute to progress assessments.

Personal development, behaviour and welfare are good

Staff are very good role models for children. They teach them to take care of each other and be respectful of others around them and in the wider world. Older children show exceptional levels of kindness to young children and willingly support them in playing games and using resources. Parents are particularly happy with the safety and security of the centre. They feel the centre is like a family and say that their children are, 'Happy, safe and secure here'. Staff use resources to help children learn about their own safety and managing risks. For example, older children know why to use scissors safely and staff support them in holding these correctly. Children learn about healthy lifestyles and enjoy the freshly prepared meals for lunch. They begin to develop independence as they serve themselves cold produce and pour their own drinks of water.

Outcomes for children are good

Children make good progress in relation to their starting points and the majority are working in the stages typically expected for their age. Boys show willingness to participate in activities which develop their early writing skills. Babies show excitement to join in with sensory play and explore new textures. Children are well prepared for school. They begin to develop good social skills and take an active part in their own self-care.

Setting details

Unique reference number	EY498745
Local authority	York
Inspection number	1042331
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	69
Name of registered person	Lynn Wilton and Terry Harland Partnership
Registered person unique reference number	RP901027
Date of previous inspection	Not applicable
Telephone number	01904 709062

Childcare Centre re-registered in 2016. The centre is situated in the grounds of Askham Bryan College in York. It opens 49 weeks per year, Monday to Friday from 8am until 6pm. The centre employs 11 members of childcare staff including the manager, all of whom have relevant childcare qualifications at level 3 and one staff member has early years professional status. The centre provides funded early education places for two-, three- and four-year-old children.

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