

# Scarcroft Green Nursery

54a Nunthorpe Road, York, North Yorkshire, YO23 1BP



## Inspection date

16 May 2018

Previous inspection date

1 April 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:

- Staff are not consistently deployed to effectively meet the needs of the children.
- Systems to mentor, guide and train staff are not robust enough to ensure that weaknesses in their practice are tackled swiftly. This has led to inconsistencies in the quality of teaching.
- Group activities are not always effectively organised to help children to develop their listening and concentration skills.
- Some staff do not make the most of opportunities to ask questions to challenge children's thinking and help them to extend their ideas.

### It has the following strengths

- The qualified staff value the importance of promoting children's emotional well-being. They help children to settle quickly and develop strong bonds with them. Children are self-assured and eagerly explore their surroundings and lead their own play.
- Partnerships with parents are strong. Staff use a variety of effective methods to exchange information with parents and promote children's learning in the setting and at home.
- Children develop strong friendships with others. They play harmoniously together and know how to take turns and share resources fairly.

## What the setting needs to do to improve further

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

	Due Date
■ make sure that staff are deployed effectively at all times to meet the needs of children	20/06/2018
■ ensure that all staff are updated on changes to legislation promptly and improve systems to train, coach and support them to raise the quality of their teaching and practice to a higher level.	20/06/2018

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

- review the organisation of group time and focus more precisely on supporting children to develop good concentration and listening skills
- provide increased opportunities for children to develop their thinking skills and answer questions that support them to build on their ideas.

## Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector looked at evidence of staff recruitment and suitability checks, a sample of policies and other relevant documentation.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager recognises that, following an unsettled period and a number of staff changes, there are some general weaknesses in practice. However, she has failed to act promptly to make sure that all staff are up-to-date with new legislation. Additionally, current systems to supervise, mentor and train staff are not rigorous enough to ensure that teaching and practice is consistently of a good standard. Nevertheless, the manager aspires to improve and implements some effective systems to, generally, review and develop practice. For instance, she actively seeks and acts on feedback from parents. Staff exchange important information with other early years providers to promote continuity in children's learning and care successfully. The arrangements for safeguarding are effective. Recruitment procedures are stringent and ensure that staff are suitable for their role. Managers and staff know what action to take if they identify any concerns about children's welfare.

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

Teaching is variable. Some staff do not take opportunities that arise to ask questions and support children to build on their ideas and thinking skills. They do not fully consider the size of the group and the differing abilities of children during some group activities. Consequently, sessions are too long and children become distracted and lose concentration quickly. Nevertheless, some teaching is effective. Staff make accurate assessments and use this to plan precisely for children's next steps in learning. Babies become absorbed in their play and enjoy filling and emptying containers. They are supported by skilled staff who introduce mathematical language and encourage them to count. Staff help older children to identify numerals and compare size.

### Personal development, behaviour and welfare require improvement

Staff are not deployed effectively in the toddler room. They spend too long completing routine tasks which takes them away from the children. This has a detrimental impact on teaching and means that staff cannot fully meet the needs of the children. However, children are happy and settled. They are physically active and benefit from many opportunities to play outdoors. Staff ensure that children follow good hygiene routines. They praise children for their efforts and positively reinforce their behavioural expectations. Children are polite and behave well. Children are independent and develop good self-care skills. For example, they serve themselves food at mealtimes and pour their own drinks.

### Outcomes for children require improvement

Weaknesses in teaching mean that children could make more rapid progress in their learning. However, children gain some useful skills in readiness for school. For example, young children play cooperatively with staff, rolling balls back and forth. They learn new words and repeat key phrases. Older children link sounds to letters and form recognisable letters as they label their work with their name.

## Setting details

<b>Unique reference number</b>	EY227482
<b>Local authority</b>	York
<b>Inspection number</b>	1101897
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	York Childcare Limited
<b>Registered person unique reference number</b>	RP910336
<b>Date of previous inspection</b>	1 April 2014
<b>Telephone number</b>	01904 639024

Scarcroft Green Nursery registered in 2003. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status and two with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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