

Barlby House Day Nursery

York Road, Barlby, Selby, North Yorkshire, YO8 5JP



Inspection date	4 July 2018
Previous inspection date	31 January 2018

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

- Managers and leaders have an ambitious and common vision for the nursery and ensure that all staff are involved in making ongoing improvements.
- Staff have a secure knowledge of the safeguarding policy and procedures. They fully understand what to do if they have a concern about a child, another member of staff or the managers. This ensures that children are kept safe from harm.
- Staff are warm, approachable and caring. They understand children well and follow their developing interests closely. As a result, children are happy, settled and are able to form strong friendships with adults and other children.
- Staff have forged effective working relationships with parents. They use different ways to tell parents about the progress their children are making and about their achievements.
- Staff plan a broad range of learning experiences for the children. This means that children enjoy their time at nursery and make good progress in their learning and development.
- Managers and staff form a strong and effective team. They work well together and liaise closely with other professionals. This ensures that children are given the support they need, as early as possible, to maximise their learning potential.

It is not yet outstanding because:

- Staff working with the youngest children do not always provide enough opportunities for children to explore and experiment with a wide range of media and materials.
- Staff do not take the opportunity to give relevant information to parents about how they can extend their children's learning in the home environment.

What the setting needs to do to improve further

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

- extend opportunities for the youngest children to explore and experiment for themselves, in order to help raise their achievements to an even higher level
- focus on ways to provide specific information to parents to enable them to promote and extend their children's learning in the home environment.

Inspection activities

- The inspector observed activities in the playrooms as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and improvement planning documents.

Inspector

Lois Wiseman

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have taken prompt and effective action to address the weaknesses identified at the last inspection. Staff are committed to developing the quality of care and learning. They have worked hard to make significant improvements to the overall quality of the nursery and strive to better the outcomes for children. Managers understand the strengths and weaknesses of each staff member and provide guidance and coaching, where necessary. Safeguarding is effective. Arrangements are in place to recruit and induct new staff, helping them to understand their roles and responsibilities. Staff are deployed well, helping to meet individual children's needs. Managers monitor the quality of staff's teaching practices and children's progress checks. This ensures that they are accurate, of high quality and meet the needs of the children.

Quality of teaching, learning and assessment is good

Support for children's communication and language skills is consistently good throughout the nursery. Staff use a variety of ways to help children increase their active vocabulary and to become confident talkers. Parents are happy to access information about the progress of their children, by speaking directly to staff and reading the online learning journal. The indoor and outdoor environments are bright and welcoming. Children become engaged in their play and choose the objects that they want to use easily. Staff help children to explore ideas to learn about the world around them. For example, babies delight as they feel the grass under their feet and toddlers enjoy using their tools as they pretend to mend a ride-on toy.

Personal development, behaviour and welfare are good

The key-person system works well, enabling children to form secure attachments with others. Staff are friendly and nurturing. As a result, children's care needs are met. Children eat healthy and nutritious food and understand about healthy lifestyles. Children behave well and are helpful to each other as they play together. Children are confident, sociable and are motivated about the activities offered. For example, older children are curious to discover and examine bugs and insects in the outdoor area, and become excited as they turn the binoculars the other way round to make what they can see even smaller. Staff use a calm, positive and consistent approach to effectively manage children's behaviour. This helps the children to develop a 'can-do' attitude towards their play.

Outcomes for children are good

Staff use additional funding effectively and in line with the children's individual needs and interests. As a result, children who start below their expected level of learning begin to thrive and make good progress. Staff liaise well with each other and also work with staff from local schools. This ensures that the move to the children's next stage of learning is as smooth as it can be. Staff offer children numerous opportunities to develop their independence in the routines and activities. This means that children's emotional well-being is fully supported. Children's mathematical skills are good. For instance, older children calculate how many more chairs they will need for everyone to eat lunch together and recognise when they have too many placemats.

Setting details

Unique reference number	400077
Local authority	North Yorkshire
Inspection number	1125930
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	40
Number of children on roll	40
Name of registered person	Mr Alastair Cowdy & Mrs Jane Cowdy Partnership
Registered person unique reference number	RP903592
Date of previous inspection	31 January 2018
Telephone number	01757 290685

Barlby House Day Nursery registered in 1997. The nursery employs 8 members of childcare staff. They all hold appropriate early years qualifications at level 3 and above, with one staff at level 6. The nursery opens from Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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