

Heather's Day Nursery

James Backhouse Place, Holgate, York, North Yorkshire YO24 4NS



Inspection date	30 August 2018
Previous inspection date	28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Partnerships with parents are strong. Parents are involved in children's learning and development from the outset of care. For example, staff encourage them to share information about what children can do and their current interests at home. This helps to promote good continuity of care and learning between the nursery and home.
- Staff plan activities that support what children need to learn next. They follow children's different fascinations, such as space and animals. Activities are enjoyable and motivate children to learn; for example, they delight at creating 'alien slime'. This helps children to make good progress.
- Staff support children's transitions successfully. For example, they spend time sensitively settling children who are visiting nursery for the first time. They invite teachers to visit when children are ready to move on to school.
- Staff attend a variety of professional development opportunities. These help to improve their knowledge and skills and boost their motivation. Among other things, staff take part in a baby room project. This helps staff to reflect on how young children learn and ensure activities are well-matched to their needs.
- Children's behaviour is good. Staff skilfully promote children's emotional well-being and develop their understanding of how to behave appropriately. They consistently praise children's achievements, which helps to foster their confidence and self-esteem effectively.

It is not yet outstanding because:

- Staff do not offer as wide a variety of learning experiences outdoors as indoors, for those children who prefer to learn outside.
- Staff do not make the best use of opportunities to strengthen and maximise children's language and communication skills further.

What the setting needs to do to improve further

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

- enhance the outdoor provision further to offer an even wider variety of learning experiences for those children who prefer to learn outside
- make the most of opportunities to strengthen and maximise children's communication and language skills further.

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 management team and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views received via email and recorded on the nursery questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The manager has worked on the recommendations for improvement raised at the last inspection. For example, she completes thorough supervisory meetings with staff to discuss their performance and address any issues. They have regular team meetings and complete observations of each other's practice. Overall, this helps to monitor the quality of staff's teaching. The manager gathers and uses the views of parents and staff to help her to reflect on the effectiveness of the nursery. For example, she identified that parents would like further information regarding the early years foundation stage. She is running training sessions to help to develop their understanding of this further, as well as a first-aid course by request. Safeguarding is effective. Staff demonstrate knowledge of different types of abuse and wider safeguarding issues. They are clear about what action to take and how to refer any concerns. Robust policies and procedures are in place to support swift and effective action.

Quality of teaching, learning and assessment is good

Staff make regular and precise assessments of children's play. Parents are kept well informed of their children's progress. For example, they can access observations, photographs and summaries of learning via an online system. Parents are encouraged to support learning in the home in a variety of ways, such as borrowing resources to help to extend children's learning further. Staff consistently join in with children's play; for example, they promote their problem-solving skills effectively. When older children build a marble run together, staff support them to make decisions about where to connect the pieces. Children think about how these could affect the stability of the base or the movement of the marbles. Staff model different ideas and encourage children to copy, while they enjoy exploring ice cubes and the texture of shaving foam.

Personal development, behaviour and welfare are good

Staff promote children's growing independence effectively. For example, children serve themselves at mealtimes and practise pouring their own drinks. Babies persevere to put on their own shoes and they attempt to feed themselves. Staff support children's individual needs well, such as offering alternative food for those with allergies or those less reluctant to eat. Children benefit from outdoor learning sessions at the local park and go on trips in the community. Babies climb up steps to use the slide and enjoy driving ride-on toys. Older children practise scooping, mixing, filling and emptying containers while they play in the mud kitchen. This helps to promote children's physical development successfully.

Outcomes for children are good

Children are achieving in line with expectations for their age and make good progress during their time at nursery. They develop key skills for their future learning and in readiness for school. For example, they create patterns and shapes using peg boards and elastic bands. They sing number songs and calculate how many objects are left. This helps to promote their mathematical understanding well. Children develop early writing skills. For example, babies make marks in sand with their fingers, brushes and combs. Older children learn about letters and sounds and practise writing their own names.

Setting details

Unique reference number	321475
Local authority	York
Inspection number	10059974
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	36
Number of children on roll	65
Name of registered person	York Childcare Limited
Registered person unique reference number	RP910336
Date of previous inspection	28 April 2014
Telephone number	01904 780277

Heather's Day Nursery registered in 1995. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including one who holds early years professional status. The nursery opens Monday to Friday from 8am to 6pm all year round, except for one week at Christmas and for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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