

Songbirds Day Nursery

106 Station Road, Preston, HULL HU12 8UY



Inspection date	8 October 2018
Previous inspection date	2 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The experienced and dedicated provider offers very clear and focused leadership. Together with her managers and staff, she is relentless in her pursuit of excellence. Staff comment they are proud to work in the nursery and they cannot speak highly enough of the provider and her passion for improving outcomes for children.
- Staff attend training events to build on their skills and children's learning. For example, to enhance boys' achievements, staff have developed their understanding of how boys learn through risk taking and using their physical skills.
- Children demonstrate high levels of curiosity and motivation. They are independent and constantly make decisions about what they want to do. Children are fascinated and inspired by the exceptional range of highly stimulating and interesting natural resources provided indoors and outside.
- Staff offer a homely environment with a strong family feel. Children arrive excited, happy and settle quickly. They benefit from the calm, nurturing atmosphere and respond well to caring and sensitive interactions from their key person. This contributes well to children's emotional security and well-being.
- The provider diligently evaluates the quality of the nursery. She seeks the views of staff and the parents to build constantly on the already very good service. There are plans to build on the forest-school ethos, to continue to inspire children to learn outdoors.
- Staff have developed excellent partnerships with parents. The nursery is well established within the community. Staff provide superb handovers at the end of a session. Furthermore, staff support parents to extend children's learning at home through a range of strategies, such as 'homework bags'.

It is not yet outstanding because:

- At times, staff do not make the best use of opportunities to challenge children and extend their learning even further.

What the setting needs to do to improve further

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

- build on opportunities to challenge children further, to help accelerate their 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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Although the provider did not promptly supply information to Ofsted about a significant event that happened at the nursery, there is no impact on children's welfare and safety. The provider took action during the inspection to supply Ofsted quickly with the information required and familiarise herself with the current guidance for notifying Ofsted about significant events. Staff supervise the children well and the premises are secure. The provider and manager places high priority on ensuring that staff have the most up-to-date knowledge of all safeguarding issues and can quickly address any concerns. The manager provides very good one-to-one meeting opportunities for staff. The manager has developed an effective reflection process to help her analyse individual outcomes for children and to check children are making good progress across the areas of learning.

Quality of teaching, learning and assessment is good

The staff are well qualified. This is reflected in their good teaching skills and, on occasions, outstanding practice is observed. Staff show an infectious enthusiasm when interacting with children. This in turn motivates the children to invite staff into their play and exploration. Staff place a good focus on helping children acquire communication skills. They ask well-phrased and purposeful questions, and subtly model language. Staff encourage children to think for themselves and work out how to do things. For example, children want to build a car out of the tyres and crates, so staff ask, 'What else might you need on your car?' Staff support toddlers to try new experiences. They demonstrate how things work, for example, they show them how to sieve flour and leaves in a colander. This encouragement results in children 'having a go' for themselves.

Personal development, behaviour and welfare are good

Baby-room staff anticipate children's needs. They recognise when children need a change to their activities, when they are getting tired and when they are hungry. This contributes to babies' emotional well-being. Children's independence is good for their age. The staff encourage children to do as much as possible for themselves and are always on hand to offer support and guidance, when needed. Children enjoy plenty of fresh air and energetic physical exercise through regular access outdoors. Staff have established strong transitions, both throughout the nursery and when children move to school. This helps to ensure continuity of care and learning, and help children to settle.

Outcomes for children are good

Children, including those who receive funded early education, are making good progress from their starting points. Toddlers enthusiastically develop their skills for writing. They confidently use their fingers in shaving foam to draw lines and circles. Pre-school children competently use hammers and nails, donning safety glasses before starting. This helps to support their dexterity and build their awareness of how to use tools safely. Children develop skills that help prepare them for the next stage in their learning and the eventual move on to school. They begin to share and work together, make friendships, and are supported to listen to and respect each other's voice.

Setting details

Unique reference number	EY440481
Local authority	East Riding of Yorkshire
Inspection number	10080831
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 9
Total number of places	62
Number of children on roll	168
Name of registered person	Songbird Limited
Registered person unique reference number	RP521534
Date of previous inspection	2 April 2013
Telephone number	01482890441

Songbirds Day Nursery re-registered in 2012. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 and above, including the provider who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.50pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

