

Askham Bar Day Nursery



Askham Bar, Tadcaster Road, Dringhouses, York, North Yorkshire YO24
1LW

Inspection date	7 December 2018
Previous inspection date	8 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager has rigorously evaluated all aspects of practice since the last inspection, considering the views of parents, children and other professionals. Her clearly focused action plans help to drive significant improvements in the nursery.
- Staff observe children at play and make accurate assessments of their achievements. This helps them to support children to build on what they already know and can do, and contributes to the good progress children make in their learning.
- Children are very keen to take part in group activities. They develop good skills that help to prepare them for later learning in school. For example, they listen attentively and follow instructions.
- Parents are happy with the care and learning provided. They say their children make good progress, particularly in their speaking and social skills.
- Staff show remarkable respect to children and consistently promote kindness and good manners. Children learn to share, take turns and consider the feelings of others. They enjoy working as part of a team and cooperate during play.
- Staff do not consistently provide highly appealing opportunities that encourage children to investigate, explore and develop their creativity during self-chosen play.
- Occasionally, staff who work with older children do not give them enough time to develop their own ideas and lead their own learning. Their questions and suggestions sometimes interrupt children's concentration and engagement in activities.
- Although staff continue with their professional development, they have not yet used their new knowledge and skills in the nursery to help to build on the quality of teaching.

What the setting needs to do to improve further

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

- increase children's opportunities to explore and investigate during play
- give children more time to develop their own ideas during activities and support them to become even more independent and confident learners
- implement new learning from professional development opportunities to enhance the quality of teaching and raise outcomes for children to even higher levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed staff's teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Staff benefit from a good level of support and supervision from the manager. Their morale is high, which contributes to a positive atmosphere in the nursery. Safeguarding is effective. Staff are confident about what to do if they are concerned about a child's welfare and keep up to date with new legislation and guidance. Staff have formed successful partnerships with other settings that children attend and with other professionals, such as speech and language therapists. They share information about children's learning and achievements that helps to promote children's ongoing learning well. The manager monitors the progress that children make. She shares the findings with staff to help to ensure that teaching is focused and effective.

Quality of teaching, learning and assessment is good

Staff weave children's interests into plans for their learning. This helps to ignite their curiosity and they are keen to learn. Children enjoy mark-making activities. Young children learn to use a variety of tools, such as brushes and stampers to create patterns, while older children form shapes and letters as they trace their fingers through paint. Staff encourage children's imaginative skills well during group activities. For example, they decide what their 'superhero powers' will be while making masks. Staff promote children's physical development well. For example, older children learn to balance as they step across stones and babies and toddlers learn to scoop and pour while they play with sand. Parents are well-informed about children's progress and share information from home, adding to the 'wow board' that celebrates children's achievements.

Personal development, behaviour and welfare are good

Staff understand children's emotional needs and manage their frustrations sensitively. Children learn right from wrong and behave well. Children learn good habits that encourage healthy lifestyles, such as regularly washing their hands and choosing nutritious foods at snack time. They develop good independence and are keen to help and take responsibility. For example, they set the table for lunch and sweep the floor afterwards. Staff are kind and caring, which helps children to settle quickly and feel safe and secure. Older children regularly approach them for help and reassurance and babies snuggle in for cuddles while sharing a book. Staff make good use of their local community and outings to help children to learn about the world around them.

Outcomes for children are good

Children achieve well and make good progress. Children who need extra support with their communication and language development benefit from focused teaching that helps them to catch up in their learning. Children benefit from activities that promote their skills in literacy. They match words to pictures during a lotto game. Toddlers identify pictures in books and learn to turn the pages. Children count and compare during routines, such as preparing snack and during planned activities. For example, they count the presents they wrap in 'Santa's workshop'. This helps to promote their mathematical understanding. Children who speak English as an additional language are supported well and make good progress in all areas of learning. Children are well prepared for later learning in school.

Setting details

Unique reference number	321595
Local authority	York
Inspection number	10079642
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	1 - 3
Total number of places	32
Number of children on roll	59
Name of registered person	Dyrdal, Lynn
Registered person unique reference number	RP906782
Date of previous inspection	8 December 2017
Telephone number	01904 703702

Askham Bar Day Nursery registered in 1996. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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