

# Yorkies Day Care

York Road Nursery School, York Road, Hitchin, Hertfordshire SG5 1XA



<b>Inspection date</b>	14 March 2019
Previous inspection date	24 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Staff work seamlessly with the on-site nursery school team. The manager and the headteacher regularly meet to discuss the provision they offer. They have worked tirelessly to integrate the day care and the nursery school together to provide an excellent level of continuity of care for the children who attend.
- Children and their families are exceptionally well supported by the staff. Parents and children form trusting relationships with the staff. Parents are highly confident that their children are safe and well cared for by the professional staff team. They feel well informed about the progress their children make. Staff work with them to accurately identify children's starting points.
- Children are very comfortable and settled at the day care. They focus well at the activities on offer. Staff know the children they care for very well. Staff skilfully adapt activities to take account of children's interests. For example, they adapt their planned activity when children show an interest in doing something different. This supports children to remain motivated and follow their interests as they learn.
- Staff support children's physical development highly effectively. They provide them with a range of challenging and exciting opportunities. For example, children enjoy exploring the different obstacle courses on offer. Staff use positive praise well to motivate the children to confidently tackle new physical challenges. Children persevere and keep practising to gain new skills. They learn to take calculated risks safely as they play.
- Children make good progress from their initial starting points. They gain the skills that they need to progress positively on to the next stage in their learning. Staff support children's transitions well, which helps them to be ready for their move on to school.
- On the whole, staff support children's learning very well. However, some staff members do not consistently use questioning effectively enough to encourage children to extend their own thoughts and ideas further.

## What the setting needs to do to improve further

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

- support staff to consistently encourage children to share their ideas and extend their learning further.

### Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The inspector held conversations with parents. She took their views into consideration.
- The inspector and the manager jointly observed the quality of teaching. They discussed the impact of the teaching on children's learning.
- The inspector spoke to staff members and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, staff suitability documents and children's progress records.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong understanding of how to assess risks and report any concerns they have. They regularly update their professional knowledge. This further supports them to keep children safe. The manager works in partnership with a range of other professionals to support children and their families. She places a high emphasis on continually improving the provision. She meets regularly with the staff team and they are actively encouraged to implement changes, such as ideas they gain from training courses. The manager reflects on ways that she can provide additional services to the wider community, such as family play sessions. Additional funding that the setting receives is spent highly effectively. For example, the manager offers holiday sessions to children so that they can have continuity in their learning during the school holidays.

### Quality of teaching, learning and assessment is good

Children have fun as they learn. For example, they choose to roll down a grass slope outside, which helps them to develop their spatial awareness. They laugh excitedly and staff share in the children's enjoyment. Children who require additional support are quickly identified and well supported. Staff skilfully adapt activities and daily routines to support the needs of all of the children. Children follow staff's instructions well and are familiar with the routine of the session. Staff regularly monitor and assess children's progress. They meet with staff from the on-site nursery school to share information on children's learning. They work collaboratively to ensure that children are set appropriate next steps. Staff successfully support children's language and communication development. They provide them with a rich variety of language that is relevant to their experiences.

### Personal development, behaviour and welfare are good

The staff provide a warm and welcoming environment. Children confidently turn to adults for help and support when they need them. Staff act as positive role models and work well together. They promote sharing and turn taking well and speak calmly to the children. Children become highly independent and choose activities for themselves. They are helpful and speak politely to their friends and the adults around them. Children behave extremely positively and know what is expected of them. They work together to help staff with tasks, including tidying away the toys when they finish playing with them. They develop a strong sense of belonging to the day care as well as the wider community. For instance, children sing songs to residents at a local residential home and visit them regularly.

### Outcomes for children are good

All children progress well in their learning and development across the whole of the curriculum. Children enjoy painting and take pride in the work they create. They move with enjoyment to the music they hear and sing along confidently to familiar songs. They curiously explore different textures, such as cornflour. Children learn to measure using tools appropriately for tasks. For instance, they use metre sticks to measure toy reptiles and count the numbers confidently as they compare which toy snake is longest.

## Setting details

<b>Unique reference number</b>	146745
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Yorkies Daycare
<b>Registered person unique reference number</b>	RP523773
<b>Date of previous inspection</b>	24 July 2015
<b>Telephone number</b>	01462 632333

Yorkies Day Care registered in 2000. The setting employs 12 members of staff, seven of whom hold an appropriate early years qualification at level 2 or above. The setting opens from Monday to Friday during term time. Sessions are from 7.30am to 9am and from 12am to 6.30pm. During the school holidays, a holiday club is offered. Sessions are from 7.30am to 6pm. The setting provides funded early education for three- and four-year-old children.

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