

York Campus Nursery

University of York, Heslington, York, North Yorkshire YO10 5DD



Inspection date	18 April 2019
Previous inspection date	30 June 2016

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

This provision is good

- Teaching for older children is exceptional. Staff provide sharply focused group activities to develop children's literacy skills. Children make rapid progress in this area of their learning and develop the skills they need to start school.
- Staff have a thorough understanding of how to meet children's individual needs. They actively promote equality and diversity and celebrate every child's background and culture. This helps families to feel valued and supports every child to feel special.
- Parents leave positive feedback about the staff and nursery. They are particularly happy with the way staff prepare the outdoor learning environment. Parents describe staff as 'amazing' and comment that they are 'immensely proud' of their children's progress.
- Staff who work with children with special educational needs and/or disabilities (SEND) have developed excellent partnership working with parents and other professionals. They gather and share information to create focused learning plans and ensure that children are effectively supported.
- The manager and staff team show pride in their roles and are passionate about providing high standards of care and learning for children. They strive towards excellence and work together to create action plans and targets for improvement.
- Staff have not fully developed a range of opportunities for parents to become involved in young children's ongoing learning and development.
- The management team has not fully developed ways to reflect on and evaluate the quality of staff's teaching for children.

What the setting needs to do to improve further

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

- extend ways for all parents to become involved in their children's ongoing learning from the earliest opportunity
- enhance ways to reflect on the quality of staff's teaching to help identify areas for professional development and support all children to make rapid 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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning information and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The staff team is experienced and well qualified. The manager provides regular opportunities for individual supervisory sessions and holds team meetings to ensure that staff are aware of the latest changes to policies and procedures. Safeguarding is effective. Staff know how to identify potential signs of abuse and neglect. The manager demonstrates a robust awareness of wider safeguarding issues, which she shares with staff regularly. Since the last inspection, the manager and staff team have worked hard to monitor the progress made by groups of children. This has helped them to reflect on how to spend additional funding effectively and close gaps in children's learning. The manager and staff team work hard to build partnerships with other settings children attend, including schools worldwide and across the United Kingdom.

Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff have a thorough knowledge of the early years foundation stage and the different areas of learning for children. For example, babies and the youngest children show enjoyment in sensory play as they explore the sand independently outdoors. Staff support them to develop their physical skills and encourage them to pull themselves up and take steps on the grass. Older children demonstrate advanced levels of concentration and excel in their early reading skills. They show excitement in using the teddy to play 'I spy' and can accurately identify letter sounds in short words. Staff complete observations of children's activities and use these to plan activities which meet children's individual needs. For example, children with SEND and those who speak English as an additional language benefit from small-group work outdoors. Staff encourage them to choose songs and model clear actions and words for them to copy.

Personal development, behaviour and welfare are good

The manager and staff team provide a welcoming, nurturing environment for children and families to feel safe. Staff know children very well. For example, they gather robust information about babies' care routines and are extremely respectful of parents' wishes. This helps staff to meet babies' needs effectively. Staff are good role models for children and use praise to help them know what they have done well. This has a positive impact on children's behaviour. Older children show kindness to each other and have a good awareness of safety as they develop their physical skills in the garden. Staff help children to develop good social skills and an awareness of how to be healthy. For example, children know to wash their hands before lunch and enjoy sitting together to eat the healthy lunches provided. Children show confidence in their own ability and take an active part in their own self-care as they become increasingly independent.

Outcomes for children are good

Children make good progress in relation to their starting points. The majority of children are working in the stages of development typically expected for their age, including those who speak English as an additional language. Children are well prepared for the next stages in their learning. For example, staff ensure that young children are confident and have good physical skills before they move on to the next room.

Setting details

Unique reference number	321535
Local authority	York
Inspection number	10072863
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	39
Number of children on roll	52
Name of registered person	The Nursery Management Group Committee
Registered person unique reference number	RP905081
Date of previous inspection	30 June 2016
Telephone number	01904 323737

York Campus Nursery registered in 1989. It is run by a management committee group on behalf of the University of York. It operates from the south campus of York University which is situated in the Heslington area of York. The nursery opens 49 weeks of the year from 8.30am to 6pm, Monday to Friday. The nursery employs 15 members of childcare staff, all of whom hold appropriate qualifications from level 3 upwards. The manager has a degree in educational leadership. The nursery employs a qualified teacher and two early years professionals. It provides funded early education for two-, three- and four-year-old children.

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