

<b>Inspection date</b>	16 April 2019
Previous inspection date	18 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider has failed to notify Ofsted of a significant event with regard to events which may affect the suitability of those who care for children.
- Managers have not obtained the necessary information in relation to a staff incident and were unable to share an accurate record of this event with Ofsted and other agencies.
- During planned care routine times, staff do not consistently help babies to continue to participate in stimulating experiences.
- Managers have not fully explored further ways to enhance the two-way sharing of children's learning and development with other settings, such as schools.

### It has the following strengths

- Teaching and learning for toddlers is inspirational. Staff provide highly challenging, stimulating and exciting experiences for children. Children in this room make rapid progress and display high levels of concentration in activities.
- The outdoor area is well used by children and well prepared by staff. Children of all age groups thoroughly enjoy learning outdoors and develop their physical and social skills.
- The management team work extremely hard to support staff in closing the gaps in children's learning. They complete highly detailed tracking assessments and share the information with key people. This is then used to inform the planning for children's progress.
- The manager and staff team work hard to promote children's well-being. For example, pupil premium funding has been evaluated and used effectively to access yoga sessions. This has a positive impact on children's confidence and behaviour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure Ofsted is notified of all events which may affect the suitability of people who care for children	07/05/2019
complete and maintain accurate records, to share information effectively with Ofsted and other agencies, and to ensure the safe and efficient management of the setting.	07/05/2019

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

- ensure the timing of planned care routines for babies, such as nappy changing and lunchtime, do not hinder their opportunities for play, exploration and learning
- extend ways to gather information about children's learning from other settings they attend, such as schools, to fully promote continuity.

### 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 joint observations with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers have not completed or maintained sufficient records to share information with Ofsted and other agencies. Additionally, Ofsted have not been notified of changes that might affect the suitability of those who work with children. Nevertheless, the new management team work hard to involve staff in evaluating the effectiveness of the setting. They have recently developed a library within the setting to encourage parents to become involved in children's learning at home. Staff benefit from regular supervision to discuss professional development and how to meet children's specific needs. Staff who work with children with special educational needs and/or disabilities (SEND) have time to liaise with parents and other professionals, to enable them to discuss the next steps in learning. Safeguarding is effective. Staff are aware of the potential signs of abuse and neglect. The lead staff member for child protection has a clear understanding of the procedures to follow if an allegation is made against a member of staff.

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

Overall, staff have a thorough understanding of how to help children make good progress. They use detailed planning and observations to contribute to assessments of children's progress. They share these with parents to help promote continuity of learning. Children's language and physical development is promoted. For example, young children show advanced levels of communication. They maintain control over pens to write the letters of their name and draw facial features on their boiled eggs. Staff develop children's curiosity and build on their mathematical skills as they encourage them to explore cooked and uncooked eggs and copy simple patterns onto the shells. Older children show enjoyment working in small groups to learn about letters and sounds. Staff who work with babies have a good understanding of how to promote their physical development and provide resources, which encourage them to sit unaided and reach for sensory objects.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership have an impact on the safe and efficient management of the setting, overall. However, they do not have a significant impact on children's welfare. Children develop secure bonds with their key person and staff team. Staff know them very well and gather information about children's ongoing care needs. For example, they know when young children might need extra support when family members are away from home. Staff support children to behave well and build positive relationships. Children's good health is promoted. Staff encourage older children to explore in the fresh air and develop physical skills as they throw the ball into the hoop. Babies benefit from an enclosed area to safely explore and staff gently remind older children of how to be safe outdoors.

### Outcomes for children are good

Children are working in the stages typically expected for their age. Children who speak English as an additional language and children with SEND make rapid progress in some areas of their learning. Older children are well prepared for the next stages in their learning and begin to develop the skills they need to start school.

## Setting details

<b>Unique reference number</b>	EY336004
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10073681
<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>	0 - 14
<b>Total number of places</b>	98
<b>Number of children on roll</b>	237
<b>Name of registered person</b>	Filey Childcare Ltd
<b>Registered person unique reference number</b>	RP525863
<b>Date of previous inspection</b>	18 February 2016
<b>Telephone number</b>	01723 516111

Filey Childcare registered in 2006. The nursery employs 30 members of childcare staff. Most staff hold appropriate early years qualifications at level 3 or higher. The manager has qualified teacher status. The nursery opens from Monday to Friday, all year round. Holiday care is available during school holidays. Sessions are from 7.45am until 6pm. 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.

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