

Holme Garth Nursery

Holme Garth, Holme Lane, Sutton-in-Craven, KEIGHLEY, Yorkshire BD20 8BU



Inspection date	25 April 2019
Previous inspection date	29 October 2015

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

- Staff are kind and caring and respond well to children's individual needs. Children form trusting bonds with staff and are happy and settled in this welcoming and friendly nursery. This helps to promote their emotional well-being.
- Children demonstrate their good physical skills. For example, they confidently use ride-on toys during outdoor play. Children enjoy running around in the space available and play cooperatively together.
- Staff make good use of challenging questioning to encourage children to be active learners, who are confident and think critically. This helps children to make good progress in their learning and development.
- The management team and staff work together to identify areas for improvement. For example, there are plans in place to develop the outdoor area further, to help enhance opportunities for children who prefer to learn outdoors.
- Although staff gather initial information from parents when children first start, they do not consistently make the most of opportunities to involve parents and carers in their children's ongoing learning.
- Staff are not consistent in using information from their assessments of children's learning to plan precisely for what children need to learn next to promote their rapid progress.

What the setting needs to do to improve further

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

- provide greater opportunity for parents to be involved in supporting their children's ongoing learning and development so they can work together to help children to make even better progress
- consider ways to make better use of information from assessments, so that planning for what children need to learn next is extremely sharply focused.

Inspection activities

- The inspector spoke with staff and children during the inspection. She completed a joint observation of an activity with the nursery manager.
- The inspector sampled children's observations, planning and children's development folders. She checked evidence of the staff's suitability, qualifications and policies and procedures.
- The inspector spoke to parents during the inspection and took account of their verbal views and the written views of others.
- The inspector viewed all areas of the premises used by the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the nursery's methods used to self-evaluate and the impact this has on children and their families.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff are aware of the possible signs and symptoms of abuse. They understand wider safeguarding issues and the possible signs to look for. Staff are confident about who to refer concerns about children's welfare to. The manager supports staff's ongoing professional development well to ensure they access regular training, which has a positive impact on the outcomes for children. For example, through training, staff have extended their knowledge and skills in outdoor play. Opportunities, such as appraisals, help staff to feel valued and supported. Parents comment that staff are friendly, approachable and caring. Staff understand the importance of establishing links with local schools. They find out which school children are moving on to and work with teachers to support children's future move.

Quality of teaching, learning and assessment is good

Staff support children's communication and languages skills well. For instance, staff working with babies and toddlers repeat and reinforce new words, such as 'sand' and 'truck', as they explore small world toys and sensory play. Older children are encouraged to join in with conversations and group discussions. For example, after listening to a story, children share their thoughts. Overall, staff plan and provide a wide range of stimulating activities that promote children's curiosity to learn and prepare them well for school. For example, babies explore natural objects, which they bang, feel and shake at leisure. Older children learn to count and to recognise their own written names. Staff regularly sing familiar songs with enthusiasm. This helps children to recognise repeated sounds and promotes their listening and attention skills effectively. The staff and manager generally review children's progress well, to help ensure that any gaps in children's learning close quickly. This helps children to make good progress, overall.

Personal development, behaviour and welfare are good

The well-qualified manager and staff team work well together. They provide a well-organised and child-focused nursery where children enjoy and learn in a purposeful environment. Children's behaviour is good. Staff act as good role models, offering age-appropriate reminders and boundaries. Children learn to be kind to each other, take turns and play cooperatively. Good procedures are in place to promote children's health and well-being. For instance, staff ensure that children develop good hygiene techniques, such as washing their hands at appropriate times throughout the day. Freshly cooked and healthy meals are provided.

Outcomes for children are good

Children are confident learners who are motivated to learn and make choices in their play. Toddlers develop their small-muscle skills using tools, as they roll out and manipulate play dough. Older children enjoy using their imaginations, pretending to mow the lawn with lawn mowers made from construction resources. Children develop valuable skills for their future learning, including their eventual move on to school.

Setting details

Unique reference number	400081
Local authority	North Yorkshire
Inspection number	10065112
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 - 4
Total number of places	32
Number of children on roll	31
Name of registered person	Educare NY Ltd
Registered person unique reference number	RP907167
Date of previous inspection	29 October 2015
Telephone number	01535 632130

Holme Garth Nursery registered in 1985. The nursery opens from Monday to Friday, for 51 weeks of the year, closing for one week at Christmas. Sessions are from 8am until 5.30pm. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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