

Inspection of Wharfe Bridge Day Nursery

School Bungalow, Grange Avenue, Tadcaster LS24 8AN

Inspection date: 3 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The environment is organised to provide children with stimulating and exciting activities, indoors and outdoors, to inspire their curiosity and exploration. Children demonstrate that they feel safe and secure. They enjoy their time at nursery. A well-thought-out curriculum delivers learning that builds on what children know. Children make decisions about their own play and staff are skilled at following children's leads. Staff regularly observe, track and review children's development. Highly effective monitoring of children's progress ensures that they achieve to the best of their ability. This helps to minimise any gaps in learning. Children are developing positive attitudes and they behave consistently well. They cooperate with their friends. Children learn to resolve any minor disputes amicably. Staff are very good role models and give children specific praise, for example for good sharing. This helps to boost children's confidence and self-esteem. Leaders have a clear vision for the nursery, which sets children at the heart of everything that it does. They have high aspirations and focused plans for future development which are shared with the staff team and parents. These plans include improvements to the pre-school book area. Staff share information with parents to help them at key times, for example when toilet training their children. Parents speak about the good level of support that staff give to them and their children. They talk about staff going above and beyond to help their children to succeed.

What does the early years setting do well and what does it need to do better?

- Staff are nurturing and sensitive to children's needs. Children settle well and develop strong relationships with their key person. Staff have high expectations for every child. They plan a broad range of activities that support children to make good progress from their starting points. Children develop the skills they need for future learning. Staff have close links with the on-site school. For example, they give children good levels of support when transitioning into school.
- Children benefit from forest school sessions which complement the pre-school curriculum. Children confidently explore, investigate and experience new challenges. They gain good physical skills as they run, climb and learn to balance in the spacious outdoor area. This inspires children's physical, communication and imaginative skills effectively.
- Staff organise group activities for children so that they learn to share and take turns. However, there are times when whole-group activities are not well organised to maximise all children's concentration and attention skills. This means some children become distracted.
- Children's communication and language skills are promoted well. For example, babies enjoy listening to stories and repeat words, such as animal sounds. Staff read in a way that excites older children, who eagerly join in with familiar

phrases and guess what will happen next. This helps children to develop skills in literacy and learn new words.

- Children develop hand strength and learn to control tools. For example, they practise their mark making and develop early writing skills. Children comfortably learn how to use scissors to practise their cutting skills and extend their small-muscle development. Pre-school children identify the sounds that letters represent and independently select letters from their name hidden in the sawdust.
- Staff promote care routines and encourage children to be independent. For example, children confidently put their coats and boots on. They butter their toast and pour their own drinks. Staff teach children how to develop healthy lifestyles, such as handwashing. This helps to ensure children's good health is promoted at all times.
- Children's unique qualities are embraced. Staff involve parents in nursery activities and invite them to share their children's personal and cultural celebrations. This enables children to widen their experiences and learn to respect diversity and the culture of others. Toddlers learn to communicate using Makaton sign language and pre-school children are learning to speak basic Spanish.
- Staff share that they feel well supported. They have access to relevant training to help them develop. Staff feel their workload is manageable and that enjoy working as a team. However, arrangements for the supervision of staff, including the manager, are not yet fully embedded. This means that staff do not yet benefit from consistently highly effective, targeted and specific support.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm. They know how to identify and report their concerns about children to keep them safe. Managers have made sure that staff know what might indicate a child is being exposed to extreme views or radicalisation, and other wider safeguarding issues. Leaders follow rigorous recruitment procedures to ensure that the staff are suitable for their roles. Regular checks of the environment are undertaken to help ensure that it is a safe place for children to play.

What does the setting need to do to improve?

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

- review the organisation of whole-group activities to fully support all children's concentration and attention skills
- continue to embed new systems to supervise and support staff, to help provide specific and targeted support.

Setting details

Unique reference number	EY548184
Local authority	North Yorkshire
Inspection number	10130762
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	1 to 8
Total number of places	29
Number of children on roll	32
Name of registered person	LDN Early Years Ltd
Registered person unique reference number	RP533151
Telephone number	01937 832824
Date of previous inspection	Not applicable

Information about this early years setting

Wharfe Bridge Day Nursery registered in 2017. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- A joint observation of an activity was carried out by the manager and the inspector.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector looked at a sample of the setting's documents. This included evidence about staff's suitability and training.
- The inspector held discussions with a small number of parents and took account of the views of others through written feedback provided.

We carried out this inspection 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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