

Inspection of Bedale Day Nursery Ltd

Tutin Road, Leeming Bar Industrial Estate, NORTHALLERTON, North Yorkshire DL7 9UJ

Inspection date: 11 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They have warm and affectionate relationships with staff and demonstrate they feel emotionally secure. Staff know the children well and provide a stimulating learning environment for children of all ages. They identify children's individual next steps in learning and provide activities that promote these. Babies enjoy exploring the wide selection of resources, including tubes, boxes, tins and bags. Staff's interactions enhance children's knowledge and skills throughout their play. For example, they count as children put items in a bag. Toddlers become deeply engrossed in their play. They spend considerable lengths of time using their hands to spread shaving foam on the table. They squish it with their fingers and use paintbrushes to make marks and lines. They laugh as they put foam on each other and staff. Staff make the most of an unexpected visit from an ambulance. Pre-school children visit the ambulance. This inspires them, and they become fully involved in playing doctors in the playroom. Children with special educational needs and/or disabilities thrive in this inclusive setting. Staff skilfully adapt activities and resources to ensure all children are fully included. A consistent approach to managing behaviour ensures children feel safe, secure and listened to. Children behave well and have good attitudes to learning.

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

- There are effective procedures in place to help children to settle in at the nursery. Staff obtain important information about children and work with parents to establish their starting points. This helps them to plan initial learning opportunities. The manager and staff team closely monitor and track children's development, to promptly identify potential gaps.
- Staff promote children's learning well and model language carefully. Staff in the baby room sit close to children and talk to them during their play. They repeat words, so children learn how to say them. Staff run a baby signing session with children, and new parents are welcome to attend as part of the settling-in process. Children learn how to sign words such as 'yellow', 'blue' and 'green'. This successfully supports their early communication skills.
- Children's mathematical skills are supported well. Staff provide children with interactive activities to develop their understanding of how to use numbers. For example, pre-school staff put numbers on cars and use these during children's play to help them recognise the written number. Children take delight in running the cars down ramps. Staff promote their learning further by introducing size language, such as 'tallest' and 'smallest', when referring to the ramps.
- Children develop a deep appreciation for books from an early age. For example, toddlers sit and look at books on their own. They point to the pictures and tell the story by themselves.
- Children have regular access to the inviting outdoor environment. They engage

in regular physical activities. Forest school sessions support older children to develop an excellent understanding of the natural world and to assess their own risks. For example, children freely explore and jump in muddy puddles.

- Strong relationships are fostered with parents, who praise the nursery highly. Staff regularly share information with parents about their children's care and early learning. For example, parents are invited to regular meetings to discuss children's progress and what they can learn next. This supports parents in extending children's learning at home. However, staff have not developed partnership working with other settings that some children attend. This means information is not shared to complement children's learning.
- Staff are supported to develop professionally through effective support and supervision sessions. Management undertake observations of staff to help them to identify development points and set targets. Staff have access to an online training package that helps them to remain professionally up to date.
- The members of the management team are ambitious and highly reflective of the provision they provide. Staff speak very highly of the support that they receive from the manager. She implements systems to ensure that staff's workload is managed effectively and their well-being is consistently supported. This means that staff feel valued and enjoy their role.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They have a good knowledge of the signs and symptoms of abuse. Staff know the procedure to follow should they have concerns about a child or if an allegation is made against a member of staff. They regularly update their training to support their safeguarding knowledge, which includes training around wider safeguarding concerns. This helps to promote children's safety and well-being. The management team follows safer recruitment procedures to ensure the suitability of staff and takes steps to assess their ongoing suitability. Staff are vigilant in minimising any risks to children so that the environment supports children to play safely.

What does the setting need to do to improve?

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

- review how children in pre-school are grouped for some activities, to make the best possible use of opportunities to support all children's concentration and engagement
- develop partnerships with other settings that children attend so that both settings can provide continuity in children's learning.

Setting details

Unique reference number	EY481775
Local authority	North Yorkshire
Inspection number	10076282
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	59
Number of children on roll	79
Name of registered person	Bedale Day Nursery Limited
Registered person unique reference number	RP902307
Telephone number	01677422991
Date of previous inspection	6 April 2016

Information about this early years setting

Bedale Day Nursery Ltd registered in 2014. The nursery employs 13 members of childcare staff, all of whom hold early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, including after school and during school holidays. 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
Lynne Pope

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the nursery and spoke with staff and children during the inspection.
- The inspector completed a joint observation with a nursery deputy manager.
- The inspector held a meeting with the nursery manager and deputy managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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