

Inspection of Blue Sky Day Nursery (York)

Stirling Road, Clifton Moor, York YO30 4TU

Inspection date:

22 July 2021 - 3 August 2021

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

Children are happy and well cared for at the setting. Children's personal, social and emotional development is well supported. Leaders, managers and staff share their ambition for children to be self-confident and ready for the next stage of their learning. Parents and carers share their happiness in how much their child's confidence is growing at nursery. During the COVID-19 (coronavirus) pandemic, parents no longer enter the setting when dropping off or picking up their child. However, leaders and managers have provided individual parent's meetings at weekends to share children's learning and development.

Staff use what they know about the child to plan experiences to help develop their confidence and encourage them to try new things. For example, younger children explore the ice and fruit, trying out new flavours and tastes. Staff encourage older children to use their imagination. They go on a make-believe bus together. Staff introduce new vocabulary to children. They talk about checking the oil and the wing mirrors on the bus before they start their journey. Staff offer praise and encouragement to children to help them to make the right choices in their play. For example, they praise children when they ask each other to take it in turns to be the bus driver.

Staff support children to understand how to keep themselves safe. They explain to older children why something might hurt them. Children show their understanding by listening to staff and not repeating the action.

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

- Leaders and managers have faced staffing challenges due to the COVID-19 pandemic. As a result, they have made some changes to the rooms in which children are cared for and mixed age ranges when required. This is not having a negative impact on children's learning and development as staff are meeting children's individual needs. They have carefully risk assessed each room to ensure children are safe. Leaders and managers have an ambitious programme of performance management for the staff to help them to improve. They work together as a whole staff team, observing each other and giving feedback.
- Staff have warm and caring relationships with children. They meet their individual needs well and comfort them when they are upset. Children have strong bonds with staff. Parents share in this; they talk about the staff and comment on how friendly and caring they are. The setting offers flexible care, meaning some children do not regularly attend. However, younger children still have very strong bonds with staff. This helps them to settle and make the most of their time at nursery.
- Staff take time to find out children's individual interests. They use their interests

to support them in their learning. For example, when preparing for a child's first day they add their interest to the indoor and outdoor environment to help them settle. Staff recognise that younger children show interest in singing. They sing their favourite song, 'Heads, shoulders, knees, and toes'. Younger children join in with the actions and show their excitement.

- Staff know the children well. They use what they already know about the child to plan for what they need to know next. However, due to the mixed age ranges there are times when staff do not consistently provide learning opportunities to meet the needs of the two-year-olds. For example, when mixed with the pre-school children, the two-year-olds do not always engage with the activities or resources available. This means children are not making as rapid progress as they could.
- All children access a range of home cooked meals, cooked on site by the nursery cook. Fresh ingredients which are carefully selected by leaders, managers, and the cook are used to make the meals. They cater for all dietary requirements and allergies. The cook shares how important it is for them to find recipes which meet the needs of all children to help them to feel included and enjoy the foods they prepare. Parents and carers share their love of the meals provided by the nursery.
- Staff describe what they are doing while they play with children. However, there are opportunities where staff could more consistently model words to children to help develop their speech and language. For example, modelling the word 'book' to younger children as they reach for a book from the shelf. This would help children to communicate more confidently using speech as well as gestures.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers, and staff describe the signs and symptoms that might cause them to worry about a child's welfare. They know what to do about their concerns and demonstrate their understanding of the setting's safeguarding policies and procedures. The manager works closely with other agencies to support and safeguard children and their families. They explain the importance of identifying any concerns so they can get the child support to help them have the best possible outcomes in life. Staff keep up to date with their safeguarding training online and during regular staff meetings.

What does the setting need to do to improve?

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

- strengthen the curriculum for the two-year-olds, to make sure the planned learning experiences build on what children already know and help them to make the best possible progress

- improve how staff consistently model words and language to children, giving them time to hear and repeat words to help them communicate more effectively.

Setting details

Unique reference number	2502396
Local authority	York
Inspection number	10202538
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 at time of inspection	0 to 10
Total number of places	48
Number of children on roll	50
Name of registered person	Blue Sky Day Nursery Limited
Registered person unique reference number	RP906941
Telephone number	01904 693007
Date of previous inspection	Not applicable

Information about this early years setting

Blue Sky Day Nursery (York) was registered in October 2018. The provider employs 11 members of childcare staff. Of these, nine hold appropriate qualifications at level 3 or above. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery is usually closed for one week over Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Katherine Lakes
Katherine Lakes

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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