

Inspection of Dalesplay

Town Head, Hawes, North Yorkshire DL8 3RQ

Inspection date: 24 May 2022

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 thrive in this nurturing and well-resourced nursery. Their can-do attitude to their own learning is driven by their determination to succeed. Children relish the freedom which they have to explore the outdoor environment. For example, older children decide to build an obstacle course. They work together to decide what resources they need and where these resources will be placed. Children share ideas, and they redesign and extend the obstacle course as their play develops.

Babies delight in the opportunities which staff provide to develop and challenge their physical skills. For example, babies who have recently started to walk practise moving across different levels and surfaces of the outdoor area. They learn to balance as they negotiate inclines and to manoeuvre themselves around resources and other children. Babies' faces glow with joy as they climb small steps to reach the top of the slide. They relish the very genuine praise offered by staff for their achievements.

Older children eagerly show their understanding of the natural world. Children talk enthusiastically about the radishes and strawberries that they are growing. They know their plants need water. Children comment that the rain will give the plants a 'drink' and the sun will keep plants 'warm'. This helps children to develop an understanding of caring for and cultivating living things.

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

- The manager and staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. Consequently, they know children well and understand their developmental needs and interests.
- Staff know how to respond to children's individual needs. They recognise when babies are tired or a little upset. Staff cuddle babies in closely, and they whisper soft and comforting words until the babies are soothed or fall asleep. This helps babies to feel safe and secure in the nursery environment.
- Children behave very well. All children show high levels of respect for each other. They welcome other children into their play and willingly share resources and explain what they are doing. Babies pass resources to each other and develop their skills of social awareness as they learn to take turns.
- All staff know to speak to children slowly and give them time to respond. They look at children as they talk to them and use the correct pronunciation. Babies smile and giggle as staff respond to the sounds they make. However, staff do not consistently teach children new words to extend their vocabulary when they play or during routines.
- Children proudly help staff to prepare for snack time. Older children confidently

set the table with plates and beakers. They help younger children to pour their drinks. This develops children's confidence in their own abilities and helps them to feel valued and respected.

- Overall, staff bring mathematical language into children's play. For example, they ask children what shapes they want to use to cut the scones they are making. However, staff do not consistently develop children's understanding of numbers and counting during routines and activities.
- Older children automatically know to wash their hands after using the toilet or before eating. They make sure that they rub soap and water onto their fingers, and they dry their hands well. Older children talk confidently about washing their hands to keep the germs away to stop them being poorly. Staff help younger children to learn to do this for themselves as they sing the 'washing hands' song.
- Children who receive additional funding are very well supported. Staff ensure that funding is specifically spent on individual children to enhance their skills and abilities. For example, they bought specific art and craft materials to support children's interests and to enable children to settle more easily into the nursery.
- Parents are very complimentary about the service which the nursery provides. They particularly praise the support offered to themselves and their children during the COVID-19 pandemic. Parents comment on the communication systems which staff have put in place, especially the online story times and ideas for activities.
- Partnership with the local primary schools supports children to move on to the next phase of their learning. Staff share information about children's development with their feeder schools. When possible, children visit their new school, and teachers come into nursery to meet with the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times. They identify and minimise any potential hazards to children's safety. Robust policies and regular staff training strengthen all aspects of safeguarding practice. The manager ensures that only those suitable to work with children are employed. Staff teach children to keep themselves safe. For example, they talk to children about the correct way to use knives when preparing food and eating.

What does the setting need to do to improve?

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

- extend children's communication skills even further by helping them to learn

new vocabulary

- support staff to develop children's understanding of numbers and counting during children's play and routines.

Setting details

Unique reference number	EY330700
Local authority	North Yorkshire
Inspection number	10229334
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	30
Number of children on roll	61
Name of registered person	The Upper Dales Child Care Partnership
Registered person unique reference number	RP900879
Telephone number	01969 667789
Date of previous inspection	3 February 2017

Information about this early years setting

Dalesplay registered in 2006 and is located in Hawes, North Yorkshire. The nursery employs six members of childcare staff. Of these, one holds a qualification at level 6, and five hold qualifications at level 3. The nursery is open from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- A focused activity was observed and this was evaluated with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation.
- Evidence of staff's qualifications and the suitability of all those working in the nursery was checked by the inspector.
- The inspector took account of parents' verbal and written views of the nursery.

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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