

Inspection of Askham Bryan Childcare Centre

The Childcare Centre, Askham Fields Lane, Askham Bryan, York, York YO23 3FY

Inspection date: 28 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff have clear expectations of what they want children to achieve. The curriculum is designed to help children to learn more. Children are keen to learn. Staff provide a range of appealing activities that they enjoy. Babies are very curious. They fill and empty containers in the sand area and enjoy making sounds with pots and pans. Toddlers build with blocks and planks and walk carefully along them, developing balance and coordination. Pre-school children are fascinated to see that caterpillars have turned into cocoons overnight. Overall, children achieve well. Children who have special educational needs and/or disabilities are supported well to reach their potential.

Children approach staff for support and reassurance, showing that they feel safe and secure in their care. They play happily and are very confident. For example, pre-school children ask to sing for their friends during group time. They listen to one another and to staff and show respect for others.

Recent changes in the management structure have had an impact on some aspects of practice. There are some areas under leadership and management that require review and attention to ensure that the early years foundation stage requirements are met.

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

- The provider, who manages the nursery, has not kept her own knowledge of some safeguarding procedures, such as managing allegations against staff, up to date. That said, the deputy manager, who has responsibility for safeguarding, has secure knowledge of appropriate procedures. Therefore, concerns about children's welfare or staff suitability would be managed appropriately and there is not a significant impact on children's safety or well-being.
- There have been difficulties in recruiting staff to work directly with children. The nursery has, at times, operated with fewer staff than the usual requirements for staff-to-child ratios. This is acceptable in exceptional circumstances, and on the day of inspection there was no impact on children's safety and welfare. However, the provider has not fully considered contingency arrangements if a staff member is temporarily unavailable, for example if called away to help children in the bathroom.
- Teaching helps children to learn more. The deputy manager is able to identify weaker aspects of staff practice. However, these are not addressed swiftly to help staff to improve. Arrangements for the supervision and support of staff have not been fully maintained.
- Staff observe children and use 'check points' to assess the progress that they make in their learning. They plan activities that help children to build on what

they already know and can do. Staff update parents about children's achievements. However, they do not consistently gather information about children's learning from parents to help to strengthen their assessments.

- Children are confident speakers. Staff working with babies use clear, simple speech that helps babies to learn new words. Older children use a wide vocabulary during lively discussions.
- Plenty of fresh air and exercise helps to promote children's good health. They spend much of their day in the garden because staff recognise that many children prefer to play outdoors. Staff provide healthy meals and snacks and teach children about the benefits of nutritious food.
- Key members of staff get to know children and their families well. This helps to ensure that children feel valued and at ease in nursery. Arrangements to introduce new children into nursery are effective. Parents report that staff are very good at comforting children when they are unsettled on arrival. Children become happy very quickly and go off to play.
- Routines to promote good hygiene are consistent. For example, staff ensure that children have their own bedding to prevent cross infection. Children learn about the importance of washing their hands at key times during the day and after using tissues.
- There is a consistently positive approach to managing children's behaviour. Staff provide a consistent routine and let children know what comes next in their day. They offer them plenty of praise and clearly explain why some behaviours are not acceptable. Children develop an understanding of right from wrong.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what they must do if they are worried about a child's welfare. They know who to speak to if they have concerns about the suitability of other staff members or managers. Procedures are in place to accurately record accidents and injuries, both in nursery and at home. Senior staff monitor these to identify any hazards in nursery or cause for concern for children's well-being elsewhere. Risk assessments are carried out to ensure that the premises, equipment and activities are safe and suitable for children. Staff check the identity of visitors to ensure no unauthorised people can enter the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve provider knowledge of safeguarding procedures to ensure that staff's knowledge and policies and procedures can be monitored effectively.	15/07/2022
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To further improve the quality of the early years provision, the provider should:

- be more precise about contingency arrangements for varying the staff to child ratios, for example, if staff are temporarily unavailable
- improve staff supervision arrangements and ensure that all staff are provided with incisive feedback that helps them to improve their personal effectiveness
- work more effectively with parents when children first start nursery and as they continue to attend.

Setting details

Unique reference number	2571654
Local authority	York
Inspection number	10226051
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	69
Name of registered person	Harland, Mrs Terry
Registered person unique reference number	2571653
Telephone number	01904709062
Date of previous inspection	Not applicable

Information about this early years setting

Askham Bryan Childcare Centre registered in 2020. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 6. Opening hours are from Monday to Friday from 8am until 6pm. It operates all year around, except for one week at Christmas and one week at Easter. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and staff and has taken that into account in her evaluation of the setting.
- The deputy manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Leaders met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents 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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