

Inspection of Harcourt Day Nursery

2 Harcourt Road, Harrogate, North Yorkshire HG1 5NL

Inspection date: 31 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive content and thoroughly enjoy their time at this homely nursery. They happily leave their parents on arrival and quickly engage in their play. Children feel safe and secure knowing that their needs will be met. Children are familiar with the routines of the day. They know what is expected of them. Children demonstrate good manners and remind each other if they forget. As a result, children's behaviour and attitudes are lovely.

Children develop secure relationships with their key person, who knows them well. Staff provide stimulating and challenging activities based on children's interests and needs. For example, younger children are enthralled as they sing and copy the actions to their favourite song. Children learn to share at the dough table as staff make sure that all children have a turn using the tools. As a result, children, including those with special educational needs and/or disabilities, make good progress.

Children take part in activities that support their physical skills. For example, they learn to climb the slide's steps, then glide down. Babies enjoy the ball pool and soft play as they jump and slide into the balls. Children develop good physical skills.

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

- Managers and staff provide a sequenced curriculum to enable children to build on what they already know and can do. For example, children develop their independence skills from an early age. Babies take off their shoes and coats. Children have easy access to stimulating and challenging activities. Older children skilfully serve their own food and pour their own drinks. Children proudly demonstrate how they put on their coats. Children learn to be independent.
- Overall, staff support children's early language development well. For example, staff use clear sentences and offer simple instructions for children to follow. Children enjoy taking part in storytelling. Younger children enthusiastically anticipate what comes next in the story. Staff discuss the story with older children, building on what they already know. However, in the pre-school room, children join the story at different times as they finish their lunch. This means that not all children get to listen to all of the story and this could impact their understanding of the structure of stories.
- Staff introduce mathematics into all areas of learning. They use lots of repetition and open-ended questions to gain an understanding of what children know and can do. For example, children use tweezers to sort items into colours. They count how many items they have collected. Children comment on the size of pom-poms, saying 'Wow, that one's massive', as they carefully place them into

size order. Children use mathematics in their play.

- Children in the pre-school room move freely between their rooms. Toddlers are encouraged to stay within their room but are safe to explore the pre-school rooms as well. However, toddler room staff do not always keep a watchful eye on children when moving to the sleep room. As a result, toddlers can wander into the playrooms without staff knowing.
- Managers support staff's well-being and provide them with mentoring through regular supervision meetings. Staff share any concerns which they may have and are supported in taking appropriate action. They are encouraged to develop their skills and knowledge by attending a variety of training courses. Management check that staff understand and can implement any new learning to improve children's outcomes.
- Managers have made many improvements to the children's environment. They have made children's toilets and nappy-changing areas more child friendly and inviting. Staff provide children with a range of natural calming resources, such as cosy dens, a soft-play room and realistic role-play areas. As a result, staff have identified that children are calmer in their play and learning.
- Partnership with parents is positive. Staff share information on a regular basis with parents via an electronic app and face-to-face conversations. Parents are kept up to date with their child's daily routines and activities that they have taken part in. Parents know how their children are developing and receive ideas to support their learning at home when needed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in keeping children safe. Staff are aware of the signs and symptoms that may indicate a child is at risk of harm, including a range of safeguarding issues. Staff complete a package of safeguarding training within six months of starting at the nursery. This ensures that they are up to date with safeguarding procedures. The majority of staff have completed their paediatric first-aid training so they are able to respond appropriately to any accidents or incidents at the nursery. They complete safety checks before children enter the nursery each morning.

What does the setting need to do to improve?

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

- ensure that all children can listen and join in the whole of a story and develop an understanding of story structure
- make sure that when toddlers are moving around the nursery that staff communicate to each other which playroom the children are in.

Setting details

Unique reference number	EY341317
Local authority	North Yorkshire
Inspection number	10251926
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 4
Total number of places	47
Number of children on roll	70
Name of registered person	Ladybird Daycare Limited
Registered person unique reference number	RP526352
Telephone number	01423 563969
Date of previous inspection	6 July 2018

Information about this early years setting

Harcourt Day Nursery registered in 1987 and is located in Harrogate. The nursery opens all year round, from 7.30am until 6.30pm, Monday to Friday. There are currently 11 staff working directly with the children, two of whom hold a level 4 early years qualification. All other staff hold at least a level 2 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 setting.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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