

Inspection of Old MacDonalds Children's Day Nursery Ltd

Manor Farm, Lockington Road, Lund, Driffield, North Humberside YO25 9TG

Inspection date: 3 November 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 take pleasure from the nursery setting, playing and exploring in the extensive outside area. They delight in climbing on the hay bales and searching for the moon in the sky. Children experience collecting eggs from the chickens on the farm and fruit from the trees. The nursery cook then uses the ingredients to prepare fresh and nutritious meals for children. Children appear confident learners. They celebrate their achievements and those of their peers. For example, they recall their learning when looking through extensive photos of the children taking part in activities and experiences in nursery and in the local community. Parents are welcomed and involved. Activities to do at home with their children are shared by the nursery, for example to collect leaves and create a textured collage. The setting has close links with the local community. Driffield food bank and a shoebox appeal are supported by families who use the nursery.

Staff have high expectations for all children who attend the nursery. They are proactive in giving all children the best possible start to their early education. Children behave well, respecting and valuing each other. For instance, they share resources and help each other to put on their coats. Staff are valued and respected for all they do. Leaders arrange for flowers to be delivered to acknowledge both staff and children's achievements.

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

- The manager understands what she wants children to learn from their different starting points, such as focusing on children's sensory development. However, not all practitioners are clear and focused on what children need to learn. For instance, the language and interactions of staff do not consistently follow the setting's curriculum, such as during creative play sessions.
- Children develop good mathematical skills. An example of this is that they show an interest in helping to measure the height of their pretend spaceship.
- Children demonstrate good social skills and show respect for others. They wait for the ruler and help their friend by holding it in place. Children are keen to join in and cooperate with each other and have a positive attitude to their play and learning. Children are fascinated with painting, using leaves as well as with the paintbrush. They examine the marks they have made with their fingers. This helps to promote children's early writing skills.
- All children have opportunity to play indoors and outdoors. Children are physically active in their play. They have space to run and play hide and seek with their friends and staff.
- An effective key-person system helps children form secure attachments and promotes their well-being. Relationships between practitioners and babies are sensitive and responsive through practitioners knowing the children and parents

well. Staff are able to talk with babies about what they have done with their families through photos shared. These practices promote and support children's emotional security.

- Children are independent learners and are able to make choices through their play. Practitioners encourage children to put on their own outdoor clothing, including wellington boots and wet-weather suits. However, this is not consistent during care routines of the day, including mealtimes.
- The provider gives children a rich set of experiences through learning the French language and practising yoga regularly. This promotes an understanding of, and respect for, people and communities beyond their own.
- The manager has systems in place for the supervision of the practitioners. She knows the children and spends time with both children and practitioners. Practice builds and improves over time, including for those who are new or newly qualified. This is through induction, team meetings and training. One practitioner planned to attend training to support anxieties in children, identified as pertinent after the COVID-19 pandemic.
- Practitioners use assessment well to check what children know and can do. They know to monitor learning and to work in partnership with parents to ensure children progress towards their next stage of learning. The setting is aware of other professionals and programmes in the local community who can support the children when needed. The special educational needs coordinator has an accurate overview of children's individual learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The provider has a culture of safeguarding that facilitates effective arrangements to identify children who may need early help or are at risk. There are systems in place to manage safe recruitment and allegations about adults who may be a risk to children. Practitioners are knowledgeable and confident in knowing how to help children to reduce their risk of harm. They secure the support they need and refer in a timely way to those who have the expertise to help. For example, practitioners explain the importance of monitoring children's attendance and any existing injuries. Practitioners are confident that, through their deep knowledge of the families, changes to routines and lifestyles would be noticed and acted on.

What does the setting need to do to improve?

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

- develop staff's knowledge of the curriculum intent and implementation to further improve their practice
- review ways to extend children's independence even further, particularly during care routines of the day, including mealtimes.

Setting details

Unique reference number	314688
Local authority	East Riding of Yorkshire
Inspection number	10229419
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	1 to 4
Total number of places	44
Number of children on roll	80
Name of registered person	Old Macdonalds Childrens Day Care Nursery Ltd
Registered person unique reference number	RP908383
Telephone number	01377 217981
Date of previous inspection	29 November 2016

Information about this early years setting

Old MacDonalds Children's Day Nursery Ltd registered in 1999. The nursery employs nine members of childcare staff who all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Val Taylor

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out two joint observations during planned activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector talked with the owner and the manager.

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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