

Inspection of Askham Bryan Childcare Centre

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

Inspection date: 14 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome and settle quickly when they arrive. They are familiar with the daily routine. For example, on arrival, older children hang up their coats and find their name cards to self-register. This enhances their literacy skills, which helps to prepare them well for starting school. Children's self-confidence develops strongly. Older children share daily news with staff and their friends during a group activity. Children are confident to approach and talk with the visiting inspector, engaging her in their imaginative play.

Staff provide a range of experiences for children. Babies explore musical instruments and sensory baskets. Older children have good opportunities to develop their hand-to-eye coordination. They decide how much ribbon they will need and independently cut this with scissors, before threading beads onto it to create gifts for special people in their lives.

Children learn how to stay safe, taking controlled risks throughout the day. For example, children confidently balance on wooden planks. Babies are aware of their friends and take turns on the small slide. Staff praise their achievements and children repeat the activity, showing obvious pride in their success. Children display very good behaviour.

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

- Managers have made significant improvements since their last inspection and are committed to providing high-quality childcare. They have used the feedback from the last inspection, along with feedback from the local authority early years adviser and parents, to evaluate the provision. Managers regularly monitor practice. They provide support to ensure that all staff clearly understand the requirements for maintaining ratios and their responsibilities.
- Managers have a strong vision for the nursery. Along with staff, they have worked hard to create and implement a wide, meaningful curriculum to help to ensure that children get the best learning experiences while at the nursery. There is a strong focus on supporting children's independence. Babies are encouraged to feed themselves and toddlers are keen to dress themselves before going outside. This helps children to build resilience and have a positive, can-do attitude.
- Staff work well together as a team. They feel valued and respected by managers. Staff are encouraged to attend tailored training to support them with the skills that they need in their role. For example, staff in the toddler room have attended training to enable children to self-regulate their behaviour.
- Partnerships with parents are strong. They are highly complimentary about the setting. They say that they find staff and the manager very friendly and

approachable.

- Children, particularly those with special educational needs/and or disabilities, receive individual, tailored support. Their needs are met well. Staff actively engage and share information with other professionals, support parents and help to ensure that children achieve their full potential.
- Staff provide opportunities for children to talk about their feelings. For example, staff encourage children to use mirrors to identify facial expressions. Children confidently share how they are feeling, such as 'happy' or 'sad', and why. This helps children to express their emotions within the daily routine.
- Children regularly go out in the local community and are exposed to exciting activities. For instance, older children take part in weekly sports sessions run by students at the local college. Toddlers participate in parachute games and wiggle like jellyfish. This helps to support their physical development as well as teach them to follow instructions.
- Children's outcomes are enhanced because staff work closely with parents. For example, parents regularly receive information about children's development and ideas of how to support their children's learning at home.
- Children make choices and are inquisitive. However, on occasions, staff do not organise the environment well. For instance, staff do not ensure that the indoor floor space is free from clutter. This means that children do not have space to play and cannot always find the resources they need during activities to build on their learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibility to keep children safe. They have attended a wealth of safeguarding training courses to ensure that they fully understand their roles and responsibilities in dealing with any safeguarding concerns. Staff deploy themselves well, inside and outside, to make sure that children are well supervised and cared for. Staff have a secure understanding of the possible signs and symptoms of abuse and know what action to take if they are concerned about a child. They frequently discuss current safeguarding issues during staff meetings.

What does the setting need to do to improve?

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

- review the organisation of the environment to ensure that the quality of children's learning experiences is consistently maintained.

Setting details

Unique reference number	2571654
Local authority	York
Inspection number	10248093
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	62
Name of registered person	Harland, Mrs Terry
Registered person unique reference number	2571653
Telephone number	01904709062
Date of previous inspection	28 June 2022

Information about this early years setting

Askham Bryan Childcare Centre registered in 2020. The setting employs 14 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 2 and above. The nursery opens all year around from 8am until 6pm, Monday to Friday, except for one week at Christmas and one week at Easter. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views of the setting with the inspector.

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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