

Inspection of Blue Sky Day Nursery

Becklands Park Industrial Estate, York Road, Market Weighton, York, East Riding of Yorkshire YO43 3GA

Inspection date: 12 April 2023

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

Staff form warm and friendly relationships with all children at the setting. Key persons spend quality focused time with babies and children to build relationships and concentrate on their individual learning goals. Staff treat all children as unique and special.

Children are well behaved. They play cooperatively and are courteous to each other. For instance, older children say please and thank you when taking their turn with a big bicycle. Younger children learn to share resources, such as favourite books. Staff use effective behaviour management strategies. They interact very well with children as they play. Staff encourage children to 'use their words' to ask a friend for a turn. They help children understand what is expected of them. If a minor conflict occurs, staff support children to resolve it calmly and quickly.

Staff give children consistent messages that help them develop a good understanding of healthy lifestyles. For example, children talk about making good choices at snack time. Older children recall visits from the 'Brush Bus' as they learn how to clean their teeth and talk about oral health.

Children attending the nursery enjoy activities with their friends, such as bus trips to local attractions. They say they love the staff and look forward to coming back to spend time at the nursery.

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

- The highly committed manager has a secure overview of the nursery's curriculum intent. This has a strong focus on the social, communication and physical skills children need to learn before they leave the nursery. Through training and good mentoring, this knowledge underpins staff's delivery of interesting and challenging experiences, such as a trip to a sea-life centre.
- Staff ensure that children and babies always have access to a range of resources to make marks and develop early writing skills. They enjoy using a variety of pens, paints and large chinks to draw. They make shapes and lines in sand. Staff support older children to begin to recognise and write familiar letters, such as the first letter of their name, in readiness for school.
- Staff use effective ways to prepare each child emotionally for moves through nursery, and from the nursery into 'big school'. For example, they praise children for using their 'listening ears' and for making up their own rules for a game they created together so that it is fair for everybody.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The special educational needs coordinator (SENCo) is dedicated and knowledgeable. She works closely with children's parents, key persons and other

professionals to ensure that children get all the support they need. The SENCo's attention is focused well to meet the needs of children in receipt of extra funding. This helps to ensure that children are well prepared for school.

- All staff encourage children's communication skills well. They talk to children as they play to encourage language skills and introduce unfamiliar words, such as 'turquoise' and 'aquamarine'. Staff make sure children enjoy several song, story and music times throughout the day. Staff in the baby room repeat simple vocabulary as they read favourite story books. However, staff do not consistently make best use of a wide range of strategies to help children who struggle with speech.
- Parents praise the strong community feel in the nursery and the individual care their children receive. Parents of children with SEND value the support given with funding, referrals and meetings. Staff encourage them to get involved with children's learning by providing information and ideas to help children achieve their goals for continuity of learning.
- Staff use children's current interests to help keep them engaged and meet individual next steps in learning. However, although children make good progress, staff have not fully considered how to improve children's exploration and use of technology, to help develop their skills and understanding ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The safety and welfare of children is a priority for the committed provider, management and team. They participate in regular child protection training and understand the local authority's safeguarding arrangements. Staff demonstrate very good knowledge of the signs and symptoms that could indicate a child is at risk of harm. They know what to do if they have a concern about a child, or the behaviour of a colleague. The provider has a secure understanding of recruitment procedures and notification requirements. Staff's ongoing suitability to work with children is checked and monitored regularly. The provider and manager continue to assess possible risks to children's safety. For example, they conduct detailed accident analysis to help ensure children's safety.

What does the setting need to do to improve?

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

- extend the range of strategies used to enhance children's communication and language skills across all age groups
- help children to develop a deeper understanding of the technological world in which they live.

Setting details

Unique reference number	EY308984
Local authority	East Riding of Yorkshire
Inspection number	10283825
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	108
Number of children on roll	142
Name of registered person	Blue Sky Day Nursery Limited
Registered person unique reference number	RP906941
Telephone number	01430 871113
Date of previous inspection	11 October 2019

Information about this early years setting

Blue Sky Day Nursery registered in 2005 and is situated in Market Weighton, near York. There are 25 members of childcare staff who work with children. Of these, one holds an appropriate early years qualification at level 5, 12 hold level 3 and five hold level 2 qualifications. The nursery operates Monday to Friday, all year round, from 7.15am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 observed staff interactions with children and assessed the impact that this was having on children's learning.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with a senior member of staff.
- Parents shared their views of the nursery with the inspector and also took account of parents' written feedback.
- The inspector looked at relevant documentation, including safeguarding, accident and incident information, and reviewed evidence of certificates and of the suitability of staff working in the nursery.
- The inspector held a meeting with the provider and manager to discuss the leadership and management 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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