

Inspection of Blue Sky Day Nursery Pocklington

87 Market Street, Pocklington, York YO42 2AE

Inspection date: 18 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy at this warm and welcoming nursery. They confidently leave their parents and quickly settle into the nursery routine. Children form warm, close relationships with the responsive and nurturing staff, and seek comfort and reassurance when needed. This helps children to feel safe and secure. Children benefit from a range of opportunities in the local community that teach them about the wider world. For example, they visit the shops to buy things for the nursery and to the library to share stories.

Children play well together and readily share toys and take turns. They have a positive attitude to learning and enjoy the stimulating experiences that staff provide. Children become independent learners, developing skills for life. For example, in the baby room, children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. Children develop their coordination and balance during physical play. For example, toddlers and pre-school children carefully walk along the balance beams. They learn that when they hold their arms outstretched it helps them to stay focused and steady.

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

- The manager and staff have a good overview of the curriculum. There are effective systems for monitoring children's progress. Any gaps in children's learning are identified early. There is good, individualised support in place for children with special educational needs and/or disabilities. Staff work in partnership with other providers and professionals to share information about children's development to help them make good progress.
- Children show that they understand routines. They know that before snack time, they gather on the carpet for group time. Staff use this time to support children to recognise their own name, read stories and encourage them to join in with the words and actions to songs. However, staff do not adapt their teaching to maintain children's listening and attention during group activities. As a result, some children become distracted and do not remain engaged.
- The manager and staff support children's developing communication and language skills well. They introduce new words as children play, which helps to build on children's vocabulary and understanding. They give children time to think and respond to questions. Babies enjoy moving their bodies as staff sing nursery rhymes. Pre-school children and some toddlers are keen to ask questions.
- Partnerships with parents are good. Staff take time to get to know children and their parents and build strong and trusting relationships. They consider children's interests and prior learning when planning activities. Parents comment on how

happy their children are attending the setting. They value the daily feedback during handovers. They also appreciate how staff regularly provide updates on their children's progress and level of development. Parents are confident that their children feel happy and safe.

- Children benefit from regular fresh air and daily exercise. However, staff do not consistently plan purposeful outdoor activities to extend learning as well as possible for those children who prefer to play outside.
- Children enjoy mealtimes, which are social events. Staff promote and encourage healthy eating and support children to develop their independence. For instance, they help young children to make food choices and with tasks such as carrying their plates to the table. Staff are aware of children's dietary needs and preferences.
- Staff use some mathematical language, such as 'big', 'small' and 'fast', as children roll cars down drainpipes. However, they do not make frequent use of numbers or counting during children's play to extend their early mathematical skills fully.
- Staff speak positively about their role. The manager promotes staff's well-being through her open-door policy. New staff receive a thorough induction, ensuring that they are well equipped to complete their role to their full potential. Staff who are completing their qualifications comment on how the manager and their colleagues support them well during their training.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Staff are able to recognise signs and symptoms that would cause them concern about a child's welfare. They are confident in the procedure to follow to raise a concern about a child or member of staff. The manager ensures that staff's knowledge is kept up to date by providing training and testing their knowledge through questioning. Robust recruitment procedures are in place for all staff. Staff assess risks well to ensure that children are safe in the indoor and outdoor environments.

What does the setting need to do to improve?

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

- adapt teaching within group activities to consistently support children's listening and attention skills
- place a sharper focus on planning purposeful outdoor activities to better support those children who prefer to play and learn outside
- support children to develop their early mathematical skills and knowledge, paying particular attention to counting skills and using numbers.

Setting details

Unique reference number	2634740
Local authority	East Riding of Yorkshire
Inspection number	10286365
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 7
Total number of places	42
Number of children on roll	93
Name of registered person	Blue Sky Day Nursery Limited
Registered person unique reference number	RP906941
Telephone number	07704008718
Date of previous inspection	Not applicable

Information about this early years setting

Blue Sky Day Nursery Pocklington registered in 2021. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and also took account of their written 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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