

# Inspection of The Village Day Nursery

31a New Village Road, Cottingham, North Humberside HU16 4LX

---

Inspection date: 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

All children have regular opportunities to enjoy the large outdoor space together. They excitedly dress up on the outdoor stage and proudly show other children and staff their costumes. Children climb over crates confidently. They enjoy clambering on large tractor tyres and throwing soft bricks to each other. Children show respect for one another and enjoy playing with their friends. They carefully plant sunflower seeds in pots and draw sunflower plants on the brick wall with chalk. Children are intrigued when staff compare heights with the sunflowers.

Children access a variety of books and some take pride in reading the story to staff. Older children carefully pour their own drinks. Children wash their faces and brush their teeth independently after lunch. Babies snuggle in with responsive staff when they choose to. They confidently explore the environment and choose toys to touch and feel. Children enthusiastically join in and listen attentively. They try hard to roll out play dough themselves. When staff talk about a book they have read together, children remember and roll out an apple for the caterpillar. Children find their own tissue and know to wash their hands after using it.

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

- The manager has a clear curriculum. Leaders plan this curriculum across the rooms so that it is sequenced and developmentally appropriate for all children. Staff know the children well. This helps children to develop skills and knowledge for their future learning.
- The special educational needs coordinator (SENCo) ensures that there is an ambitious curriculum and all children's needs are met. Effective partnerships are fostered with local services, other professionals and parents to support this. Therefore, all children have full access to early education.
- Children's dietary needs and allergies are well managed. Children are offered healthy choices for snack. However, staff do not give children clear and consistent messages to support healthy food choices, such as through the menus offered. Staff do not consistently discuss this with children during snack times and mealtimes, to support children's physical health and understanding further.
- Parents have opportunities to borrow books from the nursery library. This supports them to extend their child's learning at home and encourages a love of reading. Children are seen to choose and read books independently in the nursery and talk about them with their friends.
- Staff share mathematical concepts with children through the activities offered. For example, they ask children to find the 'big' and 'small' gingerbread men. Children are supported effectively to move on to the next stage of their learning.
- Staff's awareness of children's emotional security is a strength throughout the

nursery. Staff working with the youngest children talk about how settled the babies are, who are given comforters when needed. They understand that when children have recently moved rooms, they need time to settle and know how to support them. For example, staff use books which promote feelings across a range of transitions throughout the nursery. This helps to appropriately develop children's emotional literacy.

- Staff use policies in the nursery to support children's safe use of the internet and social media. However, they do not use their partnerships with parents to help children to extend their understanding of how to stay safe when using the internet, digital technology and social media at home.
- From birth onwards, children are physically active in their play. All children have opportunities to use balls, tricycles and dig in the large outdoor space. Every week, pre-school children have a sports session, which includes cheerleading and ball skills. This means that children have opportunities to develop their physiological, cardiovascular and motor skills.
- Staff communicate well with children. For example, they use visual routines and images to support children to prepare for all transitions in the nursery. They use sign language to check children's understanding and adapt teaching when needed.
- The manager is well supported. She knows staff well and has a presence in the rooms. Leaders have effective systems in place for the supervision and support of staff. For example, all staff can access mental health and well-being support. Apprentices say they can go to any member of staff for support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know families well and work closely with them. They are aware of the support available and when it is appropriate to offer this. Staff have a good knowledge of the signs to look out for and when situations should be monitored. They are knowledgeable and confident in identifying the signs of abuse in the home. Staff are aware of situations that may happen out of the home where children may be at risk and the procedures to follow regarding this. They know what to do if they are concerned about adults who may be a risk to children. Effective safer recruitment procedures are embedded in the nursery. Staff attend regular training and have opportunities for discussion.

## **What does the setting need to do to improve?**

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

- give children clear and consistent messages to support their healthy food choices
- strengthen information-sharing with parents around their children's safe use of

the internet, digital technology and social media at home.

## Setting details

<b>Unique reference number</b>	314746
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10280592
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Telephone number</b>	01482 876477
<b>Date of previous inspection</b>	30 August 2017

## Information about this early years setting

The Village Day Nursery has been operating since 1991 and is located in North Humberside. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery is open from Monday to Friday all year round. Sessions are from 7am 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 nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum and what staff want children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how staff support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023