

Inspection of Safe N Sound Shepherd Day Nursery

Shepherd Lane, Beverley HU17 8PH

Inspection date: 4 May 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 Good

What is it like to attend this early years setting?

The provision is good

Children are keen to explore fir cones, pebbles and other natural resources indoors and outdoors. Young children are intrigued with tubes and boxes as they experiment whether they will fit inside each other. All children can choose to play indoors and outdoors throughout the day. Children have opportunities to be physically active and enjoy constructing an obstacle course with staff. They are keen to show the pumpkins that they have grown from seed. Children enjoy and listen attentively to spontaneous rhymes and songs. They have access to a wide variety of books throughout the nursery. Children enjoy when staff read excitedly to them. Older children respond confidently and show a comprehension of the story.

Babies snuggle in with staff, who are responsive to their needs. All children are sensitively supported by staff and acknowledged. Children show respect for each other as they move so other children can sit next to them for a picnic. Children are given time to put on their own shoes and look for their coats. They confidently find their own drink. Older children chop fruit ready for their snack. Children enthusiastically fill different-sized jugs and bowls with water themselves. They are curious to know what happens to the fruit when they add water and mix it up. Other children are keen to experiment how sand changes when they add water to it.

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

- Since the last inspection, the toddler room and pre-school room have been separated into two rooms. The manager explains that these environments are now able to support a more coherently planned and sequenced curriculum for children's developmental stages. The curriculum on offer throughout the nursery is clear and builds on what children know and can do.
- Staff provide resources to meet children's needs and promote their focus on learning. Throughout the nursery, children demonstrate positive attitudes to their learning through high levels of curiosity and concentration. For instance, toddlers are intrigued when pushing a straw through a cardboard tube, investigating whether it can be reached at the other end.
- Children develop knowledge and skills across all areas of learning. However, through their interactions, some staff do not consistently model new vocabulary or language. This means that all children are not fully supported in developing their communication and language.
- Staff have high expectations for children's behaviour and conduct. These expectations are applied consistently and appropriately. When children struggle with regulating their behaviour, staff take appropriate action to support them.
- The environment is organised well. Younger children are supported to access the

outdoor area near the pre-school, as well as their own outdoor area. They enjoy the slide and walk confidently on the beam between crates in this space. This helps children to have a range of opportunities for physically active play.

- Staff value and acknowledge children's transitions and support their emotional security effectively. They play familiar music across all rooms to support children to settle. Children are introduced to their new room sensitively with their key person.
- Staff use assessment well to check what children know and to ensure that their learning and development have progressed. The manager has a good overview of children's progression. She works closely in partnership with the special educational needs coordinator (SENCo) to ensure that children's specific needs are responded to. Staff work effectively in partnership with local services and other professionals to make sure that all children have access to the full entitlement of early education. Staff engage fully with parents.
- Staff value and promote equality and diversity. Children bring photos of their own houses and talk about them. This helps children to reflect on their differences in an age-appropriate way and understand what makes them unique.
- The manager has systems in place for the supervision and support of staff. She is well supported. Staff use funding effectively to ensure that all children are supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff access regular training and have opportunities for discussions at staff meetings and during supervision sessions. They have a good knowledge of the signs to look out for and when situations should be monitored. Staff are knowledgeable and confident in identifying the signs of abuse in the home. They are aware of situations that may happen out of the home where children may be at risk, and they know the procedures to follow regarding this. Staff know what to do if they are concerned about adults who may be a risk to children. The manager embeds effective safer recruitment procedures in the nursery.

What does the setting need to do to improve?

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

- enhance staff's interactions to support all children to develop new vocabulary and language.

Setting details

Unique reference number	EY216869
Local authority	East Riding of Yorkshire
Inspection number	10280620
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	90
Number of children on roll	145
Name of registered person	Safe 'n' Sound Nurseries & Pre-schools Limited
Registered person unique reference number	RP520342
Telephone number	01482 871953
Date of previous inspection	31 August 2017

Information about this early years setting

Safe N Sound Shepherd Day Nursery registered in 2001 and is located in Beverley. The nursery employs 29 members of childcare staff. Of these, 18 staff hold an appropriate early years qualification at level 3 or above, including the managers who hold early years professional status. The nursery opens all year round, from 7am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children. The nursery provides care for older children before and after school and in the holidays.

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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to the children to find out about their time at the setting.

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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