

Inspection of Joseph's Nursery

The Pavilion, Rawcliffe Lane, York, North Yorkshire YO30 6NP

Inspection date: 25 February 2025

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

Children eagerly arrive at the nursery. Parents, carers and children are warmly welcomed by staff. This helps children to settle quickly and feel safe and secure. Staff meet children's individual needs and give reassurance and comfort. Children have a positive attitude to their learning. They eagerly explore the daily activities that staff provide, based on their current interests. Children are confident to invite visitors into their play and babies bring books for adults to read to them. Children develop confidence in their communication skills and start to build friendships with their peers. The pre-school room is full of happy chatter between staff and children. Children develop a love of books, stories and rhymes. They look at the pictures. Staff talk about what they can see and introduce new words. This helps to build children's language effectively.

Children's behaviour is good. They learn to take turns as they play with small-world resources and inset puzzles. Staff teach children how to follow instructions and make positive behavioural choices. They are good role models. Staff are kind and thoughtful as they talk and interact with children and other staff. Older children help to tidy up and learn to put on their own coats and boots for outdoor play. When older children suggest they play favourite action games, staff successfully engage all children to join in. This supports children's self-esteem and confidence very well.

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

- Overall, staff create a balanced curriculum. They know where their key children are up to in their development. However, when staff deliver activities to children, they do not always focus on the learning intentions that they planned for. This means that children's learning is not always maximised.
- Staff encourage children to persevere and work together. Children problem solve and complete the wooden train track with their friends. Younger children are curious and enjoy exploring different textured cereals. Staff sit with them as they roll, squeeze and shake the bags. However, some transition times, such as before going outside and after group activities, are not consistently well planned to sustain children's attention.
- Children have many opportunities to develop their understanding of different feelings and emotions. For example, staff have ongoing discussions and plan specific activities that encourage children to talk about their feelings and emotions. They support and talk to babies and toddlers about how they are feeling, such as when they express that they are happy or sad. This helps children to begin to make connections between their feelings and emotions.
- Staff plan good support to develop children's physical skills. Children thoroughly enjoy jumping in the muddy puddles and learn how to roll, splat and squeeze

mud with their fingers. Staff remain close by, offering encouragement and a hand to steady children if they wobble on the tyres. Later, children use their small muscles to operate spray bottles to wash their hands clean.

- Staff provide children with a wide range of opportunities to develop their understanding of number and shapes through play. For example, staff model mathematical language to younger children and encourage them to count and recognise shapes. Outside, older children confidently discuss concepts, such as volume and capacity, when pouring water into the sand.
- Leaders have a clear vision for the nursery. They reflect accurately on the areas they wish to improve. For example, they plan to develop the outdoor area further. Some staff recently accessed training for forest school activities. This has helped them to provide activities to encourage children to take risks. All staff receive regular supervision sessions and training to improve their practice and the experiences for children.
- Children learn from staff that being healthy is important. Staff provide nutritious meals and snacks for children throughout the day. Children welcome learning about and trying new foods. They build their social and self-care skills. For example, children explain why they wash their hands before eating. Older children confidently use knives and forks at mealtimes.
- Staff work closely with parents from the start. Children benefit from effective settling-in sessions to familiarise themselves with the staff and the nursery and learn to manage separation from their parents. Staff sensitively support babies as they experience the various daily routines and are skilled in easing the transition into nursery life. Staff support children well through wider transitions, including moving on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn
- review the organisation of transition times to reduce young children's waiting times and maintain quality interactions.

Setting details

Unique reference number	321469
Local authority	York
Inspection number	10376562
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 5
Total number of places	38
Number of children on roll	56
Name of registered person	York Childcare Limited
Registered person unique reference number	RP910336
Telephone number	01904 651767
Date of previous inspection	30 May 2019

Information about this early years setting

Joseph's Nursery registered in 1990 and is located in York. The nursery employs 16 members of childcare staff. Of these, 12 staff hold relevant qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact on children's learning.
- The manager and inspector completed a learning walk together. They completed a joint observation of an activity.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector held a meeting with the leadership team. She looked at relevant documentation and 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.

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