

# York House Nursery

Inspection report for early years provision

---

**Unique reference number** 145968  
**Inspection date** 09/12/2009  
**Inspector** Dinah Round

**Setting address** 31 New Street, Salisbury, Wiltshire, SP1 2PH

**Telephone number** 01722 324008  
**Email** [info@bramleyschildcare.co.uk](mailto:info@bramleyschildcare.co.uk)  
**Type of setting** Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

York House Nursery opened in 1993. It is privately owned and one of a group of six nurseries. It operates from converted house premises close to the centre of Salisbury, Wiltshire. The nursery serves families from a wide area.

York House Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 46 children under eight years. There are currently 75 children on roll all in the early years age group. This includes 17 children who receive funding for nursery education. The nursery is open between 8.00am and 6.00pm every weekday, for 51 weeks of the year. The nursery welcomes children who have special education needs/or difficulties and children who speak English as an additional language. There is a team of 13 full-time staff and three regular bank staff who work with the children. Of these, 11 staff hold an appropriate early years qualification and another two are currently undertaking training. The nursery links with the local authority for advice and support.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are welcomed into a friendly and caring environment. Staff know children well and ensure that all children are included and valued. The close working relationships established with parents enable staff to support each child's individual care needs well. Children enjoy a wide range of interesting and stimulating play opportunities which help them make progress in their learning and development. The on-going monitoring and evaluation of the provision helps staff to identify areas for future development to improve the learning outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review organisation of rest times for younger children, and ensure play and learning opportunities for younger children are clearly linked to their age and stage of development to help them move on to the next step in their learning
- provide more child-initiated learning by allowing children opportunities to develop their own creativity and ideas in art and craft activities
- develop links with other early years settings children attend to help promote continuity of care and learning

## **The effectiveness of leadership and management of the early years provision**

The provision is well organised with relevant documentation well maintained to support children's health and safety. Policies and procedures are in place including clear recruitment and vetting arrangements to check staff's suitability to work with

children. Staff induction and ongoing training helps to ensure they are clear of their roles and responsibilities and supports their continual development. Effective security procedures are followed to protect children, such as use of passwords for persons authorised to collect children. Staff carry out risk assessments for all areas children access and for each specific outing. This ensures that all risks are identified and minimised allowing children to play and learn in a safe environment. Staff have a clear understanding of the signs and symptoms of child abuse and procedures to report any concerns, which supports them in safeguarding children.

The staff work together well as a team, communicating throughout the day to ensure information about children's individual needs is regularly shared. The play environment is well-planned with separate rooms for different age groups, the positioning of low level resources means that children have opportunities to make independent choices about their play. However, organisation of rest times for younger children is not generally effective, children who are not sleeping are provided with limited play activities in dimmed light as the curtains are kept closed. The manager has a positive attitude towards ongoing development of the provision organising weekly meetings with senior staff to reflect and evaluate the provision. The company's quality assurance staff work alongside nursery staff to focus on continuous improvements for children.

Good partnerships are established with parents and carers. The completion of child entry forms and 'Evie' forms by parents provide staff with detailed information about each child's individual needs, routines and abilities. Staff use this information effectively to help them settle children in and plan for their future learning. Parents are kept well-informed about the provision through the nursery website, notice boards, daily white board and regular newsletters. Staff organise special evening events to cover specific topics for parents, such as the Early Years Foundation Stage. Parents receive details about their children's progress and development through informal discussion, parent interviews and access to the children's learning journals. Parents are encouraged to get involved in their child's learning by making comments in their learning journals. Although, opportunities to link with other early years settings children attend, have not been fully explored to promote continuity of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, settled and secure in the relaxed, child-orientated environment. They feel comfortable to make their needs known and enjoy sharing experiences with staff, who are friendly and interested in them as individuals. Children benefit from the staff's positive interaction, who generally provide good levels of support and encouragement to enable most children to make progress in their learning. Staff use observational assessments to monitor children's progress and achievements, this is fed into the weekly planning to help staff focus on children's particular areas of learning. Children enjoy a broad range of interesting and stimulating activities, for example, older children have fun playing in 'Santa's workshop' as they write Christmas cards, make decorations to hang on the tree and use paper to wrap present. However, activities provided for the younger

children are not always geared to their age and stage of development to fully support them in moving on to the next step in their learning. Children are well behaved, the older children cooperate well with each other during their play and quickly find a job to do at tidy up time. The regular praise and encouragement from staff helps to make them feel good about themselves.

Children's independence is fostered well as they confidently choose their own resources and older children help to set the tables at meals time. Children enjoy books and listen well to the group stories, younger children have fun and giggle with excitement as they join in 'Ring-a-ring-a-roses'. Children's language is effectively promoted as staff get actively involved in their play, chatting and asking questions to help develop their thinking and vocabulary. Children are introduced to number, counting and problem solving through planned activities, such as helping to weigh and measure ingredients when making salt dough and joining in number rhymes. Children have access to a wide range of creative play activities, however, these are generally adult-led and do not provide opportunities for children to develop their own ideas and creativity to fully support child-initiated learning. Children have good opportunities to learn about nature as they make bird feeders to hang on trees, and help to plant, water and care for vegetables and flowers, such as runner beans, carrots, lettuces, sweet peas and sunflowers. They later sell the produce to parents on their market stall which helps to boost their confidence and self-esteem.

Children learn about keeping a healthy lifestyle. They benefit from being provided with hot nutritious lunches which are cooked on the premises, and enjoy sociable meal times happily chatting with staff and their peers. Children have daily opportunities for fresh air and exercise, and enjoy the weekly music and movement sessions of 'Shake, rattle and roll' which helps develop their co-ordination and balance skills. They learn about how to keep themselves safe through the regular reminders from staff, such as the importance of walking slowly down the stairs and being taught road safety when on outings.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met