

York House Nursery

31 New Street, Salisbury, Wiltshire, SP1 2PH

Inspection date	28/10/2014
Previous inspection date	09/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children of all ages make good progress in their learning and development as they have access to a stimulating environment combined with good quality teaching.
- The environment is clean and well resourced, and staff use the space well to provide a range of good learning opportunities.
- Staff know the children well and help all children to thrive because their needs are met well.
- Staff offer parents opportunities to share and delight in their children's learning and achievements at the nursery.

It is not yet outstanding because

- Staff do not always share and review their practices, and offer constructive feedback in order to consistently raise the quality of teaching to a very high standard.
- Staff provide fewer opportunities for younger children to initiate their own play and make independent choices. .

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities, care routines in each of the rooms and the outdoor play area, and talked about practice with staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to and took account of the views of three parents and checked the complaints log.
- The inspector sampled a range of documentation including children's records and progress checks and talked with staff.
- The inspector sampled a selection of policies and documentation relating to the planning of activities.

Inspector

Ann Rowe

Full report

Information about the setting

York House Nursery opened in 1993 and registered with Ofsted in 2001. 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. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.. There are currently 64 children on roll, all in the early years age group. The nursery is open between 8am and 6pm each weekday, for 51 weeks of the year. The nursery supports children who have special educational needs/or disabilities and children who are learning English as an additional language. There is a team of ten full-time staff and regular bank staff who work with the children. All staff hold a recognised early years qualification. One member of staff holds qualified teacher status. The nursery links with the local authority for advice and support

What the setting needs to do to improve further

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

- develop reflective practice so that all first rate practice is shared between the staff team so that staff constantly improve their knowledge and understanding
- improve opportunities for younger children to initiate their own play and make independent choices.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff have good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Staff plan challenging activities that support the learning and development effectively of all children in their care. Short-term planning uses children's next steps for development and incorporates all areas of learning, ensuring that children's individual needs are met well. Staff promote the educational programmes well . For example, the older children are challenged as they learn to recognise the initial sounds of words, such as 'p' for pizza, pink and penguin. Staff also extend their mathematical learning when they count and use numbers. Older children are constantly reminded to do, 'Good listening and good looking'. All this contributes to children gaining good skills for their future learning.

Toddlers are offered a variety of opportunities to promote their sensory development. Staff promote children's language development well during these activities by modelling and repeating words regularly. These children show enjoyment when joining in with

simple songs and rhymes and are able to make suitable actions. However, there are some missed opportunities for younger children to initiate their own play and develop their independence. Babies have a variety of opportunities for developing their physical skills through exploring adventure toys. One member of staff shares a book in a sensitive and engaging way with a baby to promote interest in books. Children of all ages enjoy writing and early writing opportunities such as chalking on the ground outdoors, using crayons on paper and painting with their fingers, hands and feet. These activities help children become creative and also help them develop their hand muscles in preparation for writing. The nursery has a strong emphasis on promoting music. Older children correctly name some instruments and play them in loud and quiet tones in response to different stimuli. Babies have lots of opportunities to experiment with sounds using a variety of simple wooden objects and instruments. This all helps children make good progress in their learning and development.

Every child has a special person who makes frequent short observations of progress in all areas of learning. These observations help staff to identify children's next stages in learning to tailor activities to meet the specific needs of individual children. These regular and precise assessments improve staff's knowledge of children's learning and development and help them to plan activities that will interest and challenge children.

Staff keep accurate assessments of children's progress. These are readily accessible to parents providing them with the opportunity to share in their child's activities and to keep them well informed of their child's progress. The progress check report for children aged between two and three years gives parents information about how staff monitor their children's achievements, and learning and development across all areas of learning. Most communication occurs at drop off and collection times when parents and staff exchange daily updates and interests, so parents know children's daily experiences. Comprehensive records are passed on with children as they progress to school to help the transfer process.

The contribution of the early years provision to the well-being of children

Children are settled, secure and very happy at this nursery. This is due to the strong relationships they build with their key person and other members of the staff team. The nursery staff collect good information from parents before children join. This leads to sound settling-in arrangements and supports new children effectively. It means that children are able to separate from parents and carers confidently and establish good relationships with adults and other children.

Children become increasingly independent in addressing their own needs. For example, older children readily put on their coats and boots to go outdoors and can serve themselves with lunch. This increases their confidence in their own ability. Children learn how to work with others harmoniously. They often receive praise and encouragement for their sensible behaviour.

Safety and security are a high priority in the nursery. Risk assessments are carried out and

safety is monitored daily by regular checks carried out by members of the staff team, assisted by the children. This approach helps children learn about the importance of preventing accidents occurring. Children are closely supervised on the stairs, and stair gates are kept carefully closed keeping the children safe in this area at all times. Good use of documentation helps to support children's safety and welfare when they are taken on outings.

The environment is hygienically maintained and staff follow good hygiene practices to support children's health. Children enjoy healthy snacks with discussions about healthy eating reinforcing good habits. Children have enjoyed growing fresh fruit such as strawberries, and vegetables such as leeks and beans in an outdoor area. This helps them to gain further understanding of healthy options. There is ample opportunity to enjoy fresh air and exercise outdoors on the new climbing equipment, further promoting a healthy lifestyle.

The nursery is bright, well organised and resourced, which means that children can access a variety of interesting learning opportunities both indoors and outdoors. Children explore all areas confidently, and most are able to select activities of their choice from the wide range available. However, staff do not make the best use of resources, particularly in regard to the younger children, so they can readily instigate their own play. The toilet and hand washing facilities enable children to be increasingly independent. There is always a member of staff on hand to ensure correct hygiene procedures are followed and to offer help if required so children gain understanding of the importance of personal care routines.

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

The well-established senior management team offers practical support to the on-site team, helping to ensure that good quality care and education is offered to all children. Staff have a secure understanding of their roles and responsibilities. They support each other to work effectively as a team and meet the individual needs of each child well. Thorough induction procedures and ongoing supervision means that staff have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for learning and development as well as those for safeguarding and welfare. Staff are fully aware of the nursery's comprehensive policies and procedures. They review these regularly to update them and to develop their understanding.

The management team and staff evaluate the provision effectively and have made some improvements to the nursery. For example, the garden area has been improved and children now enjoy a broader range of activities, which benefit those children who learn better outdoors in particular. The staff team is well qualified and one or two members of it demonstrate outstanding practice in their teaching skills. However, they do not always share this practice and offer honest and constructive feedback to one another. This means they do not always increase the staff team's knowledge and teaching practice to raise it to a consistently exceptional standard.

Management follows rigorous procedures with regard to staff recruitment and vetting. All staff undergo full checks to confirm their suitability to work with children, which protects children from harm. There are comprehensive procedures to help staff safeguard children. All staff are familiar with the nursery's detailed safeguarding policy and have attended training to help them identify and deal with any concerns. Staff have first-aid training to enable them to deal with minor accidents effectively. The nursery fully meets the safeguarding and welfare requirements. Leadership and management have a clear understanding of their roles in supporting and guiding staff on all areas of child protection. The good ratio of staff to children helps to promote children's development. Clear strategies are in place to ensure good supervision of children and deployment of staff.

Strong partnerships with parents and carers help staff to meet children's needs well. Parents value the information about the nursery, detailing the activities that children have enjoyed on that particular day. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Staff develop professional relationships with outside professionals, such as speech therapists and health visitors to support children's needs. They are becoming proactive in linking with other settings which children also attend. This helps all those involved work together to meet children's needs to a good standard.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	145968
Local authority	Wiltshire
Inspection number	841730
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	64
Name of provider	Bramleys Nurseries Partnership
Date of previous inspection	09/12/2009
Telephone number	01722 324008

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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