

# York Rise Nursery

ST. Mary BrookField Hall, London NW5 1SB



<b>Inspection date</b>	12 November 2018
Previous inspection date	19 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The manager adopts a whole team approach to continual improvement. She seeks and values the ideas of staff and parents. She actively involves staff in action planning and target setting.
- The manager effectively plans a range of professional development activities. This helps to raise the quality of teaching. She uses the skills of her own staff well to enhance the good practice of the team.
- Staff plan a range of interesting learning experiences for children. They use music skilfully throughout the curriculum and at key times of day to support routine activities, such as gathering together, lining up and giving instructions.
- Staff develop strong partnerships with parents. They regularly invite parents and family members to nursery events, such as International Day and Drumming Day. Staff communicate with parents regularly. They provide plenty of ideas to help them to further support their children's learning at home.
- Staff promote children's well-being and personal development effectively. They lead by example and use lots of positive encouragement. Children are well behaved.
- The majority of children make good age-related progress. This includes children with English as an additional language.

### It is not yet outstanding because:

- During outdoor activities children have few opportunities to choose their resources and explore and develop their own ideas.
- Staff have not fully considered how the length of the snack-time routine interrupts children's play.

## What the setting needs to do to improve further

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

- develop further opportunities for children to explore, experiment and investigate in the outdoor area
- reflect upon the organisation of daily routines to minimise interruption of children's play.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors. She carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, policies and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents provided in writing, on the day of the inspection.
- The inspector spoke with the staff and children at appropriate times during the inspection.

**Inspector**  
Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team has a strong understanding of its safeguarding responsibilities. Staff are confident and knowledgeable about how to keep children safe. They understand the need to protect children, such as from extremist views. The manager completes regular staff supervisory meetings. She plans appropriate professional development activities for staff, such as visits to other settings and staff meeting training sessions. Staff also observe each other regularly and evaluate their practice. This helps them to benefit from the strengths of others in their team. For instance, staff share ideas of how to support children's development through music. They successfully include music and singing in activities and routines. This is having a positive impact on outcomes. For example, children create their own songs and sing aloud to accompany their own play.

### Quality of teaching, learning and assessment is good

The key-person system works effectively. Staff know their children extremely well. Their assessments of children's progress are accurate. Staff identify any gaps in children's learning swiftly. They put interventions in place quickly to enable children to make good progress from their starting points. The quality of teaching is consistently good. For example, staff support children well as they learn to walk on stilts. Staff demonstrate and explain how to hold the stilts and how to lift them up to take one step at a time. Staff encourage children to count each step as they move along their route. Children learn about people, families and communities. This supports their understanding of their similarities and differences. For instance, on International Day families brought in different types of foods, such as Chinese Dumplings for the children to taste.

### Personal development, behaviour and welfare are good

Children have plenty of opportunities for fresh air and exercise to support their good health. For example, they walk to the local park and the nursery nature garden. Children show good levels of independence. For instance, they wash their hands before snack time and they practise pouring themselves drinks. Parents are overwhelmingly positive about the nursery. They say that it has a strong community feel and it is very welcoming to new families. They are particularly pleased with the support staff give to their children during their settling-in period. They also value regular communication from staff, such as through the weekly newsletter. This gives them ideas of how to support learning at home. The manager has taken further steps since the last inspection to develop links with other settings. For example, staff accompany children on settling-in visits to local schools. This helps their smooth transition to school when the time comes.

### Outcomes for children are good

Children make good progress. They are well prepared for the next steps in their learning. For instance, children confidently speak to others in a large group. They sing aloud and play musical instruments. They use their imaginations as they attend their friend's tea party in the role-play house.

## Setting details

<b>Unique reference number</b>	100606
<b>Local authority</b>	Camden
<b>Inspection number</b>	10072232
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	York Rise Nursery Limited
<b>Registered person unique reference number</b>	RP908108
<b>Date of previous inspection</b>	19 January 2016
<b>Telephone number</b>	020 7485 7962

York Rise Nursery registered in 1991. The nursery is open from 9am until 3.30pm, Monday to Wednesday and from 9am until 1pm, on Thursday and Friday. It is open for 47 weeks of the year. The nursery employs five members of staff. Of these, two members of staff hold appropriate early years qualifications at level 5, one holds a qualification at level 4, one holds a qualification at level 3 and one holds a qualification at level 2. The provider is in receipt of funding to offer free early education for children aged three and four years.

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