

# Blue Sky Day Nursery

Becklands Park Industrial Estate, York Road, Market Weighton, York, North Yorkshire, YO43 3GA



## Inspection date

23 February 2017

Previous inspection date

22 July 2013

<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 the 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

### This provision is good

- The owner and her management team are highly qualified and experienced. They work tirelessly to ensure that standards are good, recruitment procedures are safe and well qualified and suitable staff are appointed. This helps all children progress well.
- Teaching across the setting is strong. More-experienced staff support those less experienced very well and induction and supervision systems help to focus areas for development. The views of parents and children are gathered as part of this process.
- Children with specific needs are very well supported. Strong partnerships with parents, other professionals and agencies helps to ensure that children get the support they need, quickly.
- Staff are sensitive to children's individual and changing needs. They are quick to respond when children need help, support or a reassuring cuddle. Children learn to be kind, considerate and their behaviour is excellent. This helps to create a positive learning environment for everyone.
- Children are well supported to keep themselves safe and healthy. Balanced and nutritious foods are provided and fresh fruit and vegetables are available at mealtimes. Children enjoy regular fresh air and exercise outdoors and on outings.
- Parents access children's daily diaries and electronic learning records to help them support learning at home.

### It is not yet outstanding because:

- Although staff have started to track the progress of groups of children, this is not yet firmly embedded and being used most effectively.
- Continued professional development opportunities are not yet sufficiently focused on raising the quality of teaching to the highest level possible.

## What the setting needs to do to improve further

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

- strengthen the tracking of progress of groups of children to aid planning and help further improve outcomes for children
- seek professional development opportunities to raise the quality of good teaching to an even higher level.

### Inspection activities

- The inspector took a tour of the setting.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare or development. Policies and procedures are robust and regularly reviewed. Risk assessments of the premises and resources help to ensure the environment for learning is safe. Staff deployment is well managed and children are closely supervised as they play inside and outdoors. Self-evaluation is good. The management team identifies areas for improvement and acts upon feedback from parents. Regular staff supervision sessions help to focus targets for further development. The manager monitors individual children's learning and takes effective action when areas of under achievement are identified.

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

Staff use their regular observations and assessments of children's attainment to plan for what children need to learn next. They provide a range of developmentally appropriate activities that interests and motivates children. For example, younger children blow bubbles outside and then explore soapy water play inside. Older children describe how cornflour 'gloop' feels at different stages of making it. They learn about how it changes with pressure and use the words liquid and solid to describe it. Staff play alongside children and confidently extend their learning. They promote and extend children's language very well and help children become confident communicators. Staff utilise different teaching strategies to meet children's individual learning styles.

### Personal development, behaviour and welfare are good

Children feel comfortable and enjoy their time in the setting. They settle quickly and build positive relationships with all staff. Parents comment on how welcome and well supported they feel and say that their children love coming to the setting. Staff use information from parents about learning and care needs to support children when they start. For example, they follow care routines to help children settle and feel at home. Children's move to school is managed well. Good communication supports children's emotional well-being and helps teachers meet their individual needs. There is a well organised and inviting indoor and outdoor learning environment. Staff make sure that children can access all seven areas of learning wherever they choose to spend their time.

### Outcomes for children are good

Children make good progress in all areas of learning. Children who have special educational needs and disabilities, those who speak English as an additional language and those who start with below expected attainment make rapid progress from their starting points. Babies explore their environment with confidence. Toddlers learn to listen and engage in conversations and older children develop problem-solving skills. Children of all ages enjoy sharing books with staff and their peers. They learn to use a range of electronic tools. These skills help children to be ready and well prepared for school.

## Setting details

<b>Unique reference number</b>	EY308984
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1064749
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	108
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Blue Sky Day Nursery Limited
<b>Registered person unique reference number</b>	RP906941
<b>Date of previous inspection</b>	22 July 2013
<b>Telephone number</b>	01430 871113

Blue Sky Day Nursery was registered in 2005, is privately owned and situated in Market Weighton, near York. There are 19 members of childcare staff. Of these one has an appropriate early years qualification at level 4, six at level 3 and five at level 2. The owner and financial manager hold an early years foundation degree and the manager holds a childcare and management qualification at level 5. The setting opens Monday to Friday, all year round. Sessions are from 7.45am until 6.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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