

# Inspection of Nidderdale Children's Day Nursery

Percy Field, Low Moor Lane, Lingerfield, KNARESBOROUGH, North Yorkshire HG5  
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Inspection date: 11 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are welcoming, friendly and well qualified. They provide a nurturing, caring environment for children to grow and develop in. Children have close bonds with the manager and staff team. They show that they feel happy, safe and secure in the nursery. Staff know children very well and carefully prepare for their progression through different rooms and stages in the nursery. For example, they gather information from their observations and feedback from parents during each stage and pass this on to the next key person. Staff consistently support children's speech development and emotional well-being. They use specific praise to help children know what they have done well. For example, during story time, young children think of new words to describe textures. Staff then praise them for extending their vocabulary. Children's behaviour is consistently good throughout the nursery.

The provider and manager value the staff team and have high expectations for all children who attend. They regularly observe staff's practice and encourage them to access professional development opportunities. The manager has developed secure partnerships with parents and other professionals involved with children, such as speech and language therapists. This has helped the staff team to support children with special educational needs and/or disabilities exceptionally well.

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

- Staff who work with older children inspire them to enjoy stories and develop their language and literacy skills. Children listen intently and staff provide challenge by asking their understanding of words, such as 'enormous' and 'magnificent'. Children have an extensive vocabulary and enjoy sharing examples of what they know with the group.
- The provider and manager have a strong focus on supporting staff's emotional well-being. They have provided training to help them recognise signs of difficulty and how to support their colleagues and themselves. This has had an impact on their teaching. For example, staff use stories to help children understand their own feelings and how to recognise the feelings of others. Children begin to understand complex feelings, such as 'confused' and 'worried'.
- Staff who work with babies have a good understanding of their individual needs and routines. Room leaders support the team well by sharing their knowledge and ensuring that babies' care needs are met swiftly. This has a positive impact on their emotional well-being and they are happy and content.
- Young children thoroughly enjoy being outdoors with staff. Staff are highly responsive to their needs and follow their lead effectively. For example, children choose to use the dinosaurs in the garden as opposed to indoors. Staff extend this by asking children about their ideas and encouraging them to lead the play.

Children display high levels of involvement and develop social skills as they work together to wash the dinosaurs.

- The majority of resources are readily available and accessible for children. However, some rooms restrict access to messy-play activities and the story corner, which limits children's opportunities for independent learning.
- The provider and manager have considered how to encourage children to be healthy and make healthy choices. As a result of parents' feedback, they have recently improved and developed their menus. Children thoroughly enjoy the fresh, nutritious meals and staff encourage them to try a range of vegetables.
- Staff help older children to be well prepared for starting school. Toddlers begin to focus on early writing skills to build the foundations they need for the next stage in the nursery. Babies are supported to develop their communication skills as they explore musical instruments and participate in song time. However, staff who work with the younger children do not always have a clear idea or understanding of children's individual learning goals.
- The provider and manager carefully consider how to use extra funding to benefit children. For example, they provide some children with one-to-one support all year round and make changes to the setting. This has had a positive impact on children's progress.
- Parents are keen to share feedback for the nursery's inspection. They are very complimentary about the manager and staff team. For example, they say the manager and staff team are 'always available', 'helpful' and 'go the extra mile'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider has robust procedures to recruit new members of staff and apprentices. The manager completes thorough inductions and ensures staff are aware of child protection procedures. Staff have an awareness of wider child protection issues and know who to contact if they are concerned about a child or staff's practice. Children enjoy visits from the police and learn how to keep safe inside and outside of the nursery. The manager completes risk assessments to keep areas safe for children to use. For example, staff assess the risks with new equipment and resources to help them supervise children effectively.

## **What does the setting need to do to improve?**

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

- enhance the activities offered to younger children and build on staff's understanding of how to meet children's individual learning needs
- reflect on how staff prepare the environments and ensure children consistently have access to a full range of resources to further promote independent learning.

## Setting details

<b>Unique reference number</b>	EY289053
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117631
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 12
<b>Total number of places</b>	77
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	Shaw, Julie
<b>Registered person unique reference number</b>	RP514421
<b>Telephone number</b>	01423 862192
<b>Date of previous inspection</b>	26 May 2015

## Information about this early years setting

Nidderdale Children's Day Nursery registered in 2004. It is located between Scotton and Lingerfield, near Knaresborough in North Yorkshire. There are currently 28 members of childcare staff. Of these, 18 hold appropriate early years qualifications, including two with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year and it operates from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The manager and inspector completed a learning walk at the beginning of the inspection.
- Joint observations were completed by the manager and inspector during planned and unplanned experiences indoors and outdoors.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies and evidence of the suitability of staff working in the nursery.
- Parents provided verbal and written feedback during the inspection. The inspector took account of their views.

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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