

# Inspection of Nidderdale Children's Day Nursery

Percy Field, Low Moor Lane, Lingerfield, KNARESBOROUGH, North Yorkshire HG5  
9JB

---

Inspection date: 10 May 2022

---

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|   |      |
|---|------|
| Overall effectiveness at previous<br>inspection | Good |
|---|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and safe at this nursery. They show positive attitudes to learning and move around the play areas with confidence. Children make their own choices from the wide range of toys and activities staff provide. For instance, babies are curious and confident to explore their surroundings as they crawl, roll and climb about. This helps build their curiosity and physical development. Older children are keen to write their names. Most know the first initial sound and recognise when this matches a visitor's name. Children learn early mathematical skills; they count often, recognise numerals and use 'more' or 'less' to compare two sets of objects.

Children behave very well throughout the nursery. Staff are skilful at helping children to learn what is expected of them. They help children understand the difference between right and wrong, and consistently explain the consequences of any negative behaviour. They also encourage children to talk about their feelings. This helps children feel valued and respected.

Children learn the benefits of a healthy lifestyle. Staff organise the day, so that all children have plenty of opportunities to play outside. Older children consider the risks they come across and how they can stay safe. For instance, they remind younger friends to wear their sun hats until they are inside. Staff and children talk about the 'healthy' and 'nutritious' meals provided. Staff are very aware of children's individual dietary needs and have effective procedures to ensure these are safely supported.

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

- The management team has a clear vision of the well-designed curriculum and ensures staff interactions with children are of a consistently good quality. Key persons plan challenging activities that take into account individual children's needs and interests. As a result, all children make good progress, including those with special educational needs and/or disabilities (SEND).
- Since the COVID-19 pandemic, staff have a focus on children's social and communication skills. They give children time to explore and learn new skills and vocabulary. Children are confident to share their experiences and thoughts. For instance, older children enthusiastically play in a large tray of slime. They say, 'When I stretch it, it sometimes looks blue and sometimes looks green' and 'It looks like a spider's web'. Children are very confident to talk to visitors about their experiences of being at the nursery.
- The well-qualified staff are very caring and develop positive relationships with children and families. Staff spend time with parents when children arrive. This is to understand each child's care needs and any changes to their routine or mood.

They are sensitive and reassuring at all times. This supports children's sense of belonging and helps develop self-esteem. Staff ensure there is very good continuity as each child moves from one stage to another.

- Parents speak very highly of the management and staff. They make written comments, such as 'staff are incredible'. Parents share a consensus that communication from the staff throughout the COVID-10 pandemic has been faultless. They say they are delighted to be able to return inside and see their children's play areas again. However, some parents would like more information about how they can help their children extend their learning at home.
- Children with SEND are well supported. Staff work closely with children's parents, external professionals and other agencies to ensure children get the support they need. Leaders ensure advice from local authority advisers is implemented in practice. Additional funding is focused well on developing children's communications skills. This helps prepare children well for school.
- Managers and staff evaluate practice and make effective improvements. For example, they are developing designated outdoor play areas to better support younger children's learning across all areas of the curriculum.
- Overall, staff know how young children learn and how to build on their skills. For instance, babies sitting in high chairs for meals are encouraged, when ready, to move on to a small captain's chair with arms. They then move on to sit in one without arms. This helps them begin to develop good physical skills and independence. However, at times, staff carry out tasks that children could do for themselves, such as at mealtimes. This does not support children's self-help skills.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given high priority by all staff. For example, the team has recently reviewed and tightened the whistle-blowing policy, and how it manages children's allergies to keep children safe. Staff have a clear understanding of child protection issues and procedures. Managers effectively ensure staff maintain a secure understanding of the signs and symptoms of abuse and how to report concerns. This helps to protect the welfare of children. They adopt safer recruitment practices to make sure that staff are suitable to work with children. For example, they do this through appropriate vetting, induction, appraisals and training.

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

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

- consider how staff and parents can share more ideas to help continue children's learning at home

- offer children even further opportunities to develop their independence, by consistently allowing them to carry out more tasks for themselves.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY289053  |
| <b>Local authority</b>                             | North Yorkshire   |
| <b>Inspection number</b>                           | 10202517  |
| <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 at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 77  |
| <b>Number of children on roll</b>                  | 96  |
| <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>                 | 11 December 2019  |

## 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. The nursery operates Monday to Friday, from 7am until 6pm for 51 weeks of the year. There are currently 22 members of staff who work directly with the children. Of these, one holds a relevant childcare qualification at level 7, four hold qualifications at level 6, and 16 members of staff hold a qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspector completed a learning walk together of all stages of the nursery and discussed the early years curriculum.
- The inspector spoke with the special education needs coordinator and staff about how they support children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. This included children with SEND.
- During the inspection, the inspector spoke with several parents, read digital messages from parents, and took account of these views.
- The inspector held a meeting with the provider. She looked at relevant documentation, including evidence of the suitability of staff working with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses 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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022