

Looby Lou's

Finkills Way, NORTHALLERTON, North Yorkshire, DL7 8UQ



Inspection date

22 June 2015

Previous inspection date

1 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's safety is of paramount importance and is reflected in all nursery activities. For example, designated areas are allocated for parents and staff to safely use their mobile phones.
- Parents are kept well informed of the progress their children are making. They enjoy the flexibility of reading children's learning journals at home. They make comments and share examples of how their child is learning at home.
- Excellent opportunities are provided for children to visit local schools throughout the year. Reception teachers visit children on numerous occasions before they make the move into school. This supports children's emotional needs exceptionally well.
- Good use is made of the outdoor area for children to explore and investigate. They use spades to dig and develop concentration skills when they transfer soil, using spoons, into metal sieves.
- Staff are well qualified, which has a positive impact on children's experiences. They are supported, through effective supervision and training opportunities, to improve the quality of their teaching.

It is not yet outstanding because:

- There are occasions when staff do not always build upon their already good teaching and optimise opportunities for the youngest children to take part in early conversations.
- Review procedures do not have a consistent focus on the impact teaching has on children's learning in order to raise their achievements to the highest level.

What the setting needs to do to improve further

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

- extend staff knowledge of how to support very young children's communication skills even further and maximise opportunities for them to take part in early conversations with adults
- strengthen the procedures for reviewing the quality of teaching, with particular reference to activities carried out in the 'forest' area, so that there is a sharp focus on the impact on children's learning.

Inspection activities

- The inspector viewed all parts of the nursery accessed by children, including the outdoor environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in all nursery rooms.
- The inspector carried out a meeting with the manager of the nursery, and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good. Children enjoy stimulating and interesting activities that challenge and extend their learning. For example, they explore ice cubes with their hands and recite some number names as they count them. This supports them to make progress in their learning and development. Staff make regular assessments of children's learning. They use this information well to support children, to plan appropriate activities and prepare children with skills in readiness for school. For example, older children begin to recognise letter sounds when they look at books with staff. Staff support the communication and language skills of very young children generally well. They repeat words that children say so they can hear the name of objects, such as farm animals, clearly. However, occasionally staff do not optimise opportunities for the youngest children to take part in early conversations with them. For example, there are times when they sit behind children on the floor, so do not maintain eye contact or face children to promote early conversation skills.

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

Children's emotional and physical needs are exceptionally well supported. Highly detailed information is gathered about children from parents on entry to the nursery and as part of ongoing information sharing. For example, staff act swiftly and in a highly effective way when information is received about children's intolerance to food. Staff provide extremely high levels of care. As a result, children show excellent independent skills for their age and are highly motivated and confident in all nursery activities. Relationships throughout nursery are very strong. Children show high levels of self-control when interacting with each other and show exceptional awareness of the needs of other children. Behaviour is excellent. All children know the expectations set within the nursery and adhere to these at all times.

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

The manager has good knowledge of the Early Years Foundation Stage. She monitors the quality of activities and experiences available to ensure they reflect children's interests and stage of development. A generally good overview is maintained of the quality of teaching. However, the manager has not yet considered the impact of activities, such as those in the 'forest' area and what impact they have on raising children's learning to the highest level. Children's assessments are analysed well. This ensures children who require intervention receive it at the earliest stage to meet their needs. Partnerships with external agencies and services are strong and contribute towards meeting children's individual and unique needs. The manager demonstrates a strong drive to continually improve the nursery, taking account of the views of staff, parents and children. For example, children make written suggestions that are acted upon by the manager. This enhances both the provision and children's achievements over time.

Setting details

Unique reference number	EY394774
Local authority	North Yorkshire
Inspection number	859643
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	137
Number of children on roll	254
Name of provider	Nursery Group Limited
Date of previous inspection	1 December 2009
Telephone number	01609 772872

Looby Lou Day Nursery was registered in 2009. The nursery employs 29 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 and higher. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Wraparound care is provided for children attending local schools. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

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