

Inspection of Wharfedale Babies

Wharfedale Montessori School, Strid Cottage, Bolton Abbey, Skipton, North
Yorkshire BD23 6AN

Inspection date: 29 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children attending the setting learn through the Montessori teaching style. They are settled, happy and safe. Children form strong bonds with staff and seek out cuddles from them. They enjoy spending a lot of time in the stimulating and exciting outdoor play area. The countryside setting enables them to closely observe and learn about the changes in nature and seasons. Children receive very healthy, nutritious meals and snacks which support a balanced diet and are made daily from local fresh produce.

There are high expectations for every child and staff plan learning to meet individual needs. Children are making good progress in their learning and present as being confident and curious. Children are well behaved and are keen to demonstrate their independence. They are learning to respect their peers' work and work space, such as with the use of small individual mats for sitting and doing independent tasks. Children are beginning to manage their feelings effectively and are learning about the possible impact of their behaviour on others. They do this with effective and sensitive support from calm and caring staff.

Children have a positive attitude to learning and are fully engaged. They listen well to staff and follow instructions to promote their independence. For example, they find and put on their own coats and wellies for outdoor play. Staff offer appropriate help when needed.

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

- Effective planning arrangements, such as 'in-the-moment' planning, are in place and ensure that children's individual learning needs are met. For example, during a board game with four children, staff have a different learning intention for each child. This depends on the child's current stage of development and their identified next steps. The good quality of teaching ensures successful learning for all. The game is adapted to be suitably challenging for each child involved.
- Staff know the children in their care very well and are sensitive to their needs. The daily routine and planning are flexible and responsive to meet children's needs and interests. For example, when they start to run around indoors, staff take the children outside to play.
- The environment is warm, welcoming and friendly. On the whole, children have good experiences across all seven areas of learning. However, there are few opportunities for children to develop their expressive arts and design skills through a varied range of activities and experiences. This would enable children to represent their own ideas, thoughts and feelings in different ways.
- Staff consistently promote children's language skills. They do this through lots of

discussion and continuously singing songs and rhymes throughout the day. Children demonstrate good concentration skills, for example when listening with interest to a story about Chinese New Year and the different animals represented each year. They also learn different animal sounds and how animals move differently.

- Children use books well and put them away when they have finished. They proudly show photograph books of their own family, naming each person in the pictures. Staff use this resource well to teach children about how they have grown and changed over time.
- Children develop vocabulary to communicate. They sing a welcoming song to each other, which helps to promote a sense of belonging to the group. Staff promote children's listening skills, such as when counting and clapping the number of syllables in each person's name.
- Partnerships with parents are good. Staff keep parents fully informed of their child's development and progress, such as through an electronic system, which parents find very informative. Appropriate systems are in place to help support children moving on to school or nursery.
- There is a strong team of staff who work well together and are good role models. They are very calm and ensure a calm and nurturing environment. They manage behaviour sensitively, and praise and encourage positive interactions. Staff support children to develop relationships and help them to be patient and take turns. This promotes children's self-esteem and helps them to make friends. Staff implement the key-person system well and care practices have a positive impact on children's physical and emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge and understanding of how to keep children safe. They are aware of the procedures to follow, should they have concerns about a child or a colleague. Staff complete appropriate risk assessments for the premises. These, along with their vigilance, guarantee children's safety and well-being at all times. Staff have recently rearranged the outdoor play area following a risk assessment. They have strategically placed large tyres so the area is safer for children, yet still allows them to take appropriate risks.

What does the setting need to do to improve?

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

- provide more opportunities to develop children's expressive arts and design skills to enable them to represent their own ideas, thoughts and feelings.

Setting details

Unique reference number	EY340891
Local authority	North Yorkshire
Inspection number	10073745
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	16
Number of children on roll	25
Name of registered person	Wharfedale Babies Partnership
Registered person unique reference number	RP906969
Telephone number	01756 710452
Date of previous inspection	11 March 2016

Information about this early years setting

Wharfedale Babies registered in 2006. The nursery employs six members of childcare staff. Of these, one staff member holds an appropriate early years qualification at level 3. Other staff hold an appropriate early years qualification at level 6. The nursery opens from Monday to Friday for 46 weeks of the year. Sessions are from 8am until 6pm. The nursery is run by the proprietor of the nearby Montessori school and follows the Montessori philosophy.

Information about this inspection

Inspector

Elaine McDonnell

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 inspector spoke with children and staff throughout the inspection.
- Joint observations were conducted with the nursery manager.
- A meeting was undertaken with the nursery manager where the inspector looked at relevant documentation, such as the nursery's policies, children's learning information and evidence of the suitability of staff working in the nursery.
- The inspector obtained feedback from parents and 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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