

Inspection of Yorkies Day Care

York Road Nursery School, York Road, Hitchin, Hertfordshire SG5 1XA

Inspection date: 30 January 2025

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

The provision is good

Children remain deeply engaged in exciting play opportunities throughout their time at the setting. Leaders and staff work closely with children to create an interesting learning environment that promotes children's development around their interests. For example, children have formed their own 'eco-council' where they explore the part they can play in, helping the environment. At mealtimes, they collect their food waste to compost and feed their allotment area.

Staff work with the on-site nursery to construct a well-considered curriculum. They focus their teaching around supporting children to develop the emotional and practical skills that they will require at school. For example, daily group discussions encourage children to take turns, develop strong communication skills and focus for short periods. As a result, children are well prepared for their next stage of learning.

Children demonstrate high levels of confidence. They chat enthusiastically to visitors and encourage them to join in their play. Staff provide opportunities that promote this positive attitude well throughout the setting. For example, children are excited to put on shows and display their musical talents for their friends on the outdoor stage. Staff praise and applaud children's efforts and encourage others to celebrate their friends' successes.

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

- Parents are complementary about leaders and staff and the nurturing care they provide for the whole family. They comment on how their children thoroughly enjoy attending. Parents acknowledge how staff support children to settle well and how this enables children to make good progress and be well prepared for school. Parents play an active role in their children's learning. They regularly visit the setting to read with children and take part in open days, where they help to maintain the garden area.
- Children develop a deeper understanding and appreciation of their local community. Staff provide opportunities for children to explore and engage with those in their diverse environment. For example, children bake cakes and deliver them within the local community, and they learn songs that they perform for local residents.
- Leaders place a sharp focus on supporting the well-being and development of staff. For example, they have recently introduced a 'Guardian Angel' scheme, whereby staff acknowledge the great contributions their colleagues make within the setting. Leaders conduct regular appraisals and provide additional training to support staff development. However, methods of staff coaching are not yet embedded in the setting's daily practice. Furthermore, leaders should routinely

seek out additional training opportunities to extend their knowledge and promote outstanding practice.

- Partnerships with other professionals are strong. Leaders and staff work closely with the on-site nursery school to provide a consistent approach to children's learning. All assessments and planning are completed as a team. This highly effective, collaborative approach ensures that all those responsible for children's learning are working together to support children and their families. As a result, children make good progress from their starting points.
- Staff seize every opportunity to develop children's knowledge around their specific interests. They observe children well during play and are swift to introduce games based on children's changing fascinations. For example, children are talking about aeroplanes. Staff encourage children to create their own role-play aeroplane out of chairs. They discuss their safety, the meals they may enjoy on their flight and the animals and sights they will see once they land in Australia.
- Leaders establish robust settling in processes. From the start, staff work closely with parents to gather a detailed understanding of children's early experiences. This allows them to provide children with opportunities and support that they may not otherwise receive. Families attend fun open days where they explore the setting and get to know staff. This enables children to settle swiftly in their new learning environment and continue making good progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance methods of mentoring to support staff to identify areas to improve their practice and raise the quality of their teaching to a consistently high level
- continuously seek out additional training opportunities that enhance knowledge and support leaders in delivering exceptional learning opportunities.

Setting details

Unique reference number	146745
Local authority	Hertfordshire
Inspection number	10368272
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 at time of inspection	3 to 7
Total number of places	40
Number of children on roll	60
Name of registered person	Yorkies Daycare
Registered person unique reference number	RP523773
Telephone number	01462 632333
Date of previous inspection	14 March 2019

Information about this early years setting

Yorkies Day Care registered in 2000. The setting employs 13 members of staff, eight of whom hold an appropriate early years qualification at level 3 or above, including two with level 6 qualifications. The setting opens from Monday to Friday during term time. Sessions are from 8am to 9am and from 11.45am to 6pm on Monday to Thursday, and from 8am to 9am and from 11.45am to 4pm on Friday. During the school holidays, a holiday club is offered, with sessions from 8am to 6pm.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff and committee members.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several 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.

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