

# School House Nursery

Inspection report for early years provision

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**Unique reference number** EY356627  
**Inspection date** 13/10/2009  
**Inspector** Margaret Bryant

**Setting address** The Old School House, School Lane, Holmpton,  
WITHERNSEA, North Humberside, HU19 2QS

**Telephone number** 01964 631649

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

School House Nursery was registered in June 2007 and is based in Holmpton, a small village in the Holderness district in the East Riding of Yorkshire. The nursery is registered to care for a total of 18 children in the early year age group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At the present time there are 41 children on roll, six of whom are in receipt of nursery education funding. The nursery is privately owned and is in self-contained premises in grounds belonging to the owner. Children are cared for in two rooms according to age; these are interlinked with children under two years in one room and children over two years in the other. There are associated facilities within the building including toilets, a kitchen and an office which is also used as a staff room. Outdoors to the rear is a fully enclosed garden to which children over two years have direct access to from their playroom.

There are seven staff in total including a manager and her deputy, both of whom hold a level 3 qualification. Of the five other staff, one has recently obtained an early years degree and all the rest are qualified to a minimum of a level 2. There is also a cook employed and, though the proprietor sometimes works in the nursery, she mainly has responsibility for transporting children to and from home and local schools. The nursery has established good links with the local community.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and feel valued because they are looked after by dedicated and caring staff. Through careful daily checking and ongoing assessment of risks, the premises and all resources in use by children are safe. The manager and her staff identify most areas for improvement; however, parents are not yet fully consulted for their views, nor are they required to formally provide information about their children's starting points. Links with schools in respect of children's learning are also not yet fully in place. Although new staff are rarely recruited, checking processes are not sufficiently robust and registers are not always accurate with numbers of children present.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- obtain more information from parents about individual children's starting points and develop planning from identified children's next steps; include parents more in their children's learning as well as those who also assess children in the early years
- improve recruitment procedures to ensure suitability of all staff working with children; make sure full employment history is obtained and written references are sought in all cases

- improve systems of registration which clearly record children's times of arrival and departure
- further develop the process of self-evaluation to include parents in identifying areas for continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

Most staff have attended safeguarding training, are aware of the hierarchical procedure for passing on concerns and have a satisfactory knowledge of local procedures. All nursery policies are being updated and shared with staff and parents. Whilst staff ensure premises and resources are safe for children's use, systems in place for registration do not always fully safeguard children. For example, staff collecting children from home and school request parents and teachers sign them in and out of nursery care and this system works well. However, registration of children into nursery by parents does not always fully safeguard them. This is because on occasions children are present in the nursery but not marked into the register. Staff are well deployed, however, and supervise all children well, both indoors, outdoors and on outings. They all show real commitment in attending regular training, recently completing health and safety and safeguarding training. All staff hold either basic first aid or paediatric first aid certificates. Most of them have been working in the nursery either since its opening or shortly afterwards and all are checked through the Criminal Records Bureau. However, records show that management do not always follow up verbal references nor seek information about previous employment.

All staff are knowledgeable about the areas of learning; however, there are different systems in place which monitor and assess children's individual learning. Also starting points are not formally obtained from parents, individual next steps are not clearly identified and planning is not in place for individual children. However, a varied curriculum is planned by staff and children have lots of opportunities to develop and extend their learning, though their progress towards the early learning goals is not clearly tracked. Links are in place with schools, who share what topics they are covering with children, and parents are informed daily about what their children are doing. Newsletters also inform parents about topics and parents' evenings share information about their children's learning. However, links with others who assess children's learning are not fully established, nor are parents sufficiently involved and encouraged to extend their children's learning at home.

The manager supports all her staff well and tries hard to implement any suggestions they make which improve facilities for children and benefit their learning. For example, when staff suggested children's choice of books is limited in respect of non-fiction and scientific ones, plans were put into place to establish links with the local, rural library bus and obtain these. Staff work very well as a team and have children's interests clearly 'at heart' as they provide them with a happy environment which is conducive to learning whilst having fun. Staff clearly know all children well and support and respect their individual needs. The manager along with her staff recognises that improvements are necessary to benefit

children. Whilst recommendations from the last inspection have mainly been addressed, development and improvement of systems which monitor children's learning are still ongoing.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy being together and form friendships with one another. Some children over two years hold hands, engaging in pretence as they report they are going to school after having got off their imaginary bus. The bus was 'made' by children and staff with chairs to travel on as they sing their favourite nursery rhyme about going on a bus. They sing the song with actions, learn about right and left as they turn corners and squeal with delight as they enjoy the 'darkness' staff create with a blanket which resembles a tunnel through which they 'drive'. Children enjoy playing on their own and choosing what they want to do from the available resources. Many sessions, however, are adult-led and introduce learning in a fun way. Staff help children know about numbers, to count in the correct order, to recognise letters and to learn which one is missing when staff take one away. Children over two years also enjoy activities staff plan which help them learn about different sizes and weight, putting different materials into bottles. Staff often have good ideas but sometimes opportunities are missed to extend children's learning further. For example, when learning about weight in bottles, they have the 'tools' already to help children also learn about volume, but do not.

Staff use the 'practice cards' included in their early years pack to gain ideas as well as planning around children's known interests. All children really enjoy the local walks around the village, those in pushchairs feeling safe as they are securely strapped in. These outings help all children to be aware of their surroundings, encounter people and see objects and creatures in their natural habitat. They learn to respect animals and over time are helped to realise the calves they saw have now grown into cows. They see the owner's horses and sometimes help feed them as well. All children are encouraged to use their listening skills and be quiet, listening for birds and insects and using their magnifying glasses sometimes to closely see these. Children under two years are also very well cared for, feel safe and develop confidence through the warm and caring attachments they have with staff. They get excited as they recognise themselves in the mirrors and develop a sense of self. They feel really pleased with themselves as they take some small steps with staff support.

All children enjoy painting, the youngest with their hands and feet, and enjoy opportunities which allow them to experiment with different materials and textures, including jelly and sand. Staff provide reassurance for the youngest children who show shyness in the presence of strangers, helping and reassuring them they are safe. All children learn about how to keep safe in the event of a fire through the practising of fire drills and learn about the roles people have through visitors who come into nursery. For example, an oral hygienist talks to children about how to look after their teeth through eating healthily. All children really benefit from the fresh, country air and have lots of opportunities to develop their physical skills through the available resources with

plenty of space to run around. They enjoy freshly cooked midday meals with fresh vegetables. Children under two years gain independence as they attempt to feed themselves quite well and older children develop social skills as they sit together and learn how to hold their knives and forks properly.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met