

School House Nursery

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

Inspection date	12/02/2013
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show good levels of independence and confidently explore a stimulating and accessible learning environment, which successfully promotes independent learning.
- The outside learning environment is highly effective in promoting children's learning and development, they have many experiences to explore, observe and experiment in the local rural area.
- All children make good progress in their learning and development, they engage in an interesting range of hands on learning experiences. Their communication, language and problem solving skills are well supported through effective teaching techniques.
- Highly positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to improve the youngest children's access to a wide range of natural resources indoors and the book areas do not present a comprehensive range of quality books to support children's enjoyment of reading.
- Partnerships with reception teachers in schools in relation to transition, are in the early stages and are not sufficiently established to support continuity for all children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the owner and manager and spoke to staff within the setting at appropriate times throughout the inspection.
- The inspector observed activities in the nursery and observed the outdoor area. A tour of the premises was completed.
- The inspector held meetings with the owner and manager and talked with children and staff, including key persons at appropriate times throughout the inspection. The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation, which included, evidence of the staff suitability checks, the self-assessment folder, children's observation, assessment and planning records. The overview of children's learning and a representation of the nurseries policy and procedures documentation was seen.
- The inspector took into account of the views of parents and carers spoken to on the day and information included in the parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

School House Nursery was registered in 2007. It is registered on the Early Years Register. It is situated in the rural village of Holmpton, near Withernsea in the East Riding of Yorkshire. The nursery is privately owned and managed. The nursery serves the local and surrounding areas and is accessible to all children. It operates from purpose-built nursery premises and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, the manager has a post graduate degree in early childhood education and care. The other staff member is in the process of completing a childcare qualification at level 3 .

The nursery provides care Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are all in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery provides transport to collect children from home and return them at the end of their sessions.

What the setting needs to do to improve further

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

- enhance the indoor learning environment further by providing more natural resources for the babies to explore and provide a wider range of age-appropriate quality books to further support children's learning and development
- extend the partnerships with the reception teachers in schools to further support transition for children who are moving on to school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress is good because the adults have a good understanding of how to engage children's interests and support their development. Children play and learn in a

safe and stimulating indoor and outdoor environment, which motivates their individual learning. Children are provided with a wide and varied range of resources and activities appropriate to their age and stage of development. Committed adults use their skill and expertise as they interact with the children, encouraging their thinking and learning in a supportive environment. As a result, children are happy, settled and very eager to learn and explore. They have a good knowledge of children's starting points. Observations and assessments are regularly completed for each child and these are used to plan children's next steps in learning, taking account of individual children's interests. This ensures that all children enjoy a unique learning experience. There is a good mix of child-initiated and adult-led activities that effectively progress children's learning and development in all areas of learning. The nursery successfully combines their outdoor philosophy with the requirements of the Early Years Foundation Stage to ensure all areas of learning are covered in sufficient depth to motivate and challenge children. As a result, they make good progress towards the early learning goals, which supports them well in making the transition to school as they get older.

The adults are skilled and experienced at engaging children in discussion to aid their learning and development through asking questions that develop and challenge their thinking. Children have good opportunities to develop their imagination. For example, when on walks they look and listen for the 'dinosaur' that lives in the woods. Younger children learn about simple shapes and colours, through active learning using shape sorting equipment and jigsaws, developing their skills. Older children are eager to talk to the adults who are attentive to their needs. They enjoy stories, listen intently and predict what might happen next. They name letters and link them into their names, developing their understanding of language and the written word. Children develop a very good understanding of mathematical concepts as they learn to count the mole hills on walks, recognise shapes and explore size and volume through enjoying a wide range of activities.

Children learn successfully about the wider world as they celebrate festivals from their own culture and learn about those of others living in the community. They become very confident and welcome visitors to the setting, willing to show their 'learning journey' to show photographs of the walks they have been on. They talk about the weather and monitor the seasons as they observe the natural world. They learn about living things through visiting the horses and can give lots of information about how to care for 'Bilbo Baggins the horse'. Children enjoy painting and access a wide variety of creative activities; they join in a range of children's songs linking to sounds, moving to the music and completing action rhymes. This develops their imaginations and creativity.

Children have good opportunities to be creative both indoors and outdoors, they freely mix the different colours of paint, talking about the colours and how to make purple and elephant grey. They show their knowledge of animals living in the woodlands and make bird boxes to put up in the woods. They make marks in sand and freely use pencils, gaining the control for their emerging writing. Children confidently count to 10 extending this as they become aware of larger numbers. They have many opportunities to sequence, such as following how animals and plants grow. Learning takes place outdoors and indoors with many opportunities to experiment and learn. There is scope for learning to be extended, as babies do not currently have the flexibility to choose from a range of natural resources and the books are not effectively maintained to maximise enjoyment and

learning.

Parents are well informed about the outdoor ethos of the nursery. Staff work well with them to include them in their learning and support them in contributing to children's learning through ongoing discussion about their child.

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

Children are happy to attend the setting and enjoy learning in the safe and caring environment. Key persons treat children with respect and encourage them to respect others. Care is taken to ensure children are confident to be left by their parents or carers and are fully settled following their transition from home into the setting. Children are provided with very good opportunities to make their own decisions about learning and this enables them to follow their own interests. Children make independent choices and can freely access equipment to follow their interests. They learn to handle a wide range of and equipment safely, the staff guide them to use tools carefully and when on walks, learn about safe walking. Therefore, children learn how to keep themselves safe effectively.

Children's behaviour is good in the setting because the staff are patient and offer clear age-appropriate explanations to the children. Older children are good role models, demonstrating how to share and take turns so the younger children can follow. Children demonstrate respect for their peers and resources. They listen to what they are told and follow simple instructions. For example, the older children tidy away before moving on to the next activity. A high priority is given to promoting children's personal, social and emotional development. They independently select resources and activities, which are invitingly displayed and very well organised to be easily accessible by them. They enjoy participating in group activities and listen to what others have to say at circle time.

Children's good health is successfully promoted in all areas. They access a wide range of activities to promote their good health, discussing why they wash their hands. They have independent access to the bathroom and competently wash and dry their hands at appropriate times, supporting their understanding of keeping healthy. Children enjoy healthy nutritional meals and snacks. Lunchtime is an enjoyable, sociable occasion where children take it in turn to set the tables. They carry their dinner from the trolley and eat together at small tables talking about what they are eating and who has prepared it for them. This promotes the social aspect of eating together.

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

Children's safety and welfare is promoted effectively. Child protection policies and procedures are in place. These include procedures for referring concerns about children as well as covering any allegations made against staff. All adults involved with the setting have completed safeguarding training and have a secure knowledge and understanding of their role and responsibility to protect children in their care. This helps to safeguard children at all times. The nursery follows robust recruitment and vetting procedures for employing staff. The written risk assessments are completed regularly and additional daily

checks help to identify and minimise any risks to children. All adults working with children have a current first aid qualification, ensuring that children are well protected in the event of a minor accident.

Staff use effective self-evaluation to monitor and evaluates the provision and they have action plans in place they are working to complete. These provide ongoing plans to improve experiences for children. The manager and staff team have a secure knowledge of using the outside to promote learning and how this links together with the Early Years Foundation Stage to effectively support children in both the prime and specific areas of learning. They understand their role and responsibilities within this framework and are effectively supported by the owner. They know the children and families well and have built very good relationships with them. Staff continue to attend ongoing training to increase their knowledge and skills. Effective documentation is in place and monitored to ensure that children receive enjoyable and challenging learning experiences that are tailored to meet their individual needs.

Parents receive clear information about the setting and the activities provided. Parents work closely with the staff and contribute to their children's achievement records. This supports new children to quickly settle at the nursery and the ongoing help with learning at home. The highly positive links with parents and through working together, promotes children's confidence and well-being. The setting has some links with the local schools. However, partnerships with reception teachers in schools in relation to transition, are in the early stages and are not sufficiently established to support continuity for all children as they make the move to school. Information is transferred about individual children's needs and achievements from the nursery through parents. The setting is aware of the importance of working closely with parents and other professionals to ensure the early identification, through the progress check at age two, of any special educational needs and/or disabilities children may have. This enables the provision of appropriate support and advice when necessary and develops very effective partnerships with parents and others, for the overall benefit of the children.

Since the last inspection the setting has addressed the recommendations made in the previous report. The nursery now has clear registration systems and robust recruitment procedures, supporting the safety of children. Information from parents and assessments are used effectively to progress children's learning. This has resulted in a curriculum that has depth and breadth, supports the requirements of the Early Years Foundation Stage and better meets the needs of the children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY356627
Local authority	East Riding of Yorkshire
Inspection number	878379
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	46
Name of provider	Carole Lesley Martin
Date of previous inspection	13/10/2009

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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