

# Borrowby Nursery School

The Cabin, Knayton C of E Primary School, Stockton Road, Knayton, THIRSK, North Yorkshire, YO7 4AN

<b>Inspection date</b>	21/05/2013
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The playrooms and outdoor area create enabling environments for all ages of children to promote independence and to engage children in purposeful play.
- Planning based on children's interests effectively promotes their learning and, as a result, children make good progress given their starting points.
- Staff are sensitive to the children's thinking and learning in deciding when to interact and when to value the child's independent play enabling the children to lead their own learning.
- Partnerships with parents, carers and other professionals are strong and, as a result, children feel safe and secure. They receive relevant support and continuity in their care and learning from individual members of staff. Parents are generally kept well-informed through written and verbal communication and learning sessions led by the manager.
- The owner/manager is keen to develop their service. They act on advice and staff attend training to enhance their knowledge. The plans for improvement are well-targeted to strengthen practice for the benefit of all children.

### It is not yet outstanding because

- The key person system is not fully embedded. Not all parents are aware of the individual member of staff who is primarily looking after their child.
- The setting does not fully involve parents and children when identifying areas for further improvement.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises.
- The inspector watched the staff and children working together.
- The inspector interviewed the manager.
- The inspector looked at a sample of documents including policies, children's records and planning.
- The inspector talked with the children and a number of parents.

## Inspector

Geoff Dorrity

## Full Report

### Information about the setting

Borrowby Nursery School was registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the village of Knayton near Thirsk, and is privately owned and managed. It serves the local area and is accessible to all children. It operates from two rooms in a prefabricated building in the grounds of Knayton Primary School. There is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff and an apprentice. All staff hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Thursday, from 7.30am to 6pm and Friday, from 8am to 4pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- embed further the role of the key person to ensure that all parents are aware of the member of staff who is primarily responsible for the learning and care of their child
- enhance self-evaluation by extending how the views of parents and children are incorporated to support the identification of areas for further improvement, for the benefit of all children.

## Inspection judgements

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

The staff have a good knowledge of each child's individual needs from the beginning, through the initial assessments made with parents during the settling-in period. Through careful observation and planning, staff provide a wide range of activities, which promote children's development across all areas of learning both indoors and outdoors. As a result, children are progressing well given their starting points and capabilities. They are well-prepared for their next stage in learning by effective teaching. Parents state how their

children have 'Come on in leaps and bounds in this paradise for children', and particularly mention improvements in language, mathematics and in their children's confidence and socialisation.

There is a good mix of child-initiated and adult-led learning. Children quickly settle onto freely chosen activities on arrival, having first registered themselves. Staff skilfully intervene to develop the children's learning and understanding. They challenge the children by asking 'How could you extend the train track?', step back and observe, then respond with praise when the children succeed. Some children plan to make a card and organise themselves, getting scissors and other materials to complete the task, developing their independence and critical thinking skills. Others sit quietly reading, whilst some work on the computer, learning how to use the mouse through experimentation.

To support the understanding and recognition of numbers, staff plan an exciting activity for the children by hiding numbers all around the outdoor area, which children then have to find. This engages them well. Once the children have found all the numbers the member of staff challenges them to place them in the right order. As they do so she checks the ability to recognise numbers with the youngest, whilst discussing the placing of zero with the more able. This means that all children are able to develop at their own pace within one activity.

Children are able to lead their own learning because of the stimulating environment, which staff have designed. A child develops a story in the sand area showing exceptional concentration. Standing with bare feet in the sand, they become engrossed. Whilst dramatizing their story, using the natural materials on offer, they talk through the actions out loud. This develops their imagination, creative thinking and small muscle skills.

Children whose development may not be at the same rate as their friends are supported well to catch up. Staff work effectively with other professionals and parents to contribute to plans, which means there is a continuity in approach for these children. For example, staff follow the suggested support plan and introduce animal sounds, or play word games to accelerate progress in language acquisition.

The nursery puts on evening sessions for parents about how children learn and develop. Parents comment how they have changed their behaviour with their children and now recognise when learning is taking place. Parents regard these sessions highly and have suggested that they are put on earlier in the year. The nursery has implemented this, and has amended their plans. Parents value the learning diaries which are regularly exchanged between the nursery and home, with contributions from both. This means that there is continuity in learning for the children.

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

Children arrive excitedly and exchange hugs with the members of staff. They are confident and know that they will be supported by the staff. For example, when they feel a little unsure they happily sit on a staff member's lap for security. Staff are very aware of how the children may be feeling, and pick up quickly on any signs. They take time to explore

the reasons with them. This means children have developed close relationships with the staff and feel very secure and happy in the nursery. This relationship is focused primarily on working with families on the children's care needs, with the manager taking more responsibility for their learning. However, the key person system is not fully embedded, though children are secure, as not all parents are aware of the individual member of staff who is primarily looking after their child.

Children behave very well indeed. They play and work well together, because staff have high expectations, and set clear boundaries which the children understand. Staff are consistent in their approach, and children know that they will be supported in resolving any minor issues between them.

Children are able to freely access the well-equipped outdoor area so they are effectively supported in their physical development. They develop their understanding of taking risks, while balancing on the recycled tyres, playing on the slide or using the variety of other resources provided in their play. They understand the need to put on waterproof clothing when it is raining, and are able to do this independently. Snacks of fruit and pancakes are provided. The children wash their hands, without staff reminding them, before they sit down. Drinks are readily available at all times, and children serve themselves. This means children are beginning to understand the importance of leading healthy lifestyles.

Transition to school is well-managed. There are weekly visits, and a whole week in the term before the children start school. The nursery exchanges records with the school to ensure there is continuity in learning for the children.

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

Staff have a secure knowledge of safeguarding procedures which contributes towards safeguarding children's welfare. Comprehensive risk assessments of the environment, resources and activities are completed and all safety features are fully in place. The manager has undertaken training on safer recruitment, and all staff have relevant checks completed. This means that children's safety is assured.

Staff aspire to provide childcare which is of a high quality and demonstrate a strong commitment to further training to support their development and practice. They have attended several training courses initiated by the local authority. The manager holds the Early Years Professional Status and is a lead practitioner, supporting other settings in the local authority. The nursery have adopted 'Every Child a Talker', an approach to language development, which has led to a marked improvement in the children's speaking and listening skills. The manager leads on annual appraisals and supervision. This is focused well on improving outcomes for children. There are now higher quality interventions with the children, as staff balance intervening to support learning, with knowing when to stand back to let the learning happen.

The staff and manager meet regularly to monitor the educational provision and the individual learning needs of the children. This has led to a change in the way planning is

recorded, starting with the child's interests and reviewing the environment to identify areas for enhancement. This has enabled the introduction of the story table, developed out of the writing area, enabling children to further develop their imagination and literacy skills.

The manager knows the strengths and weaknesses of the nursery and effectively identifies areas for improvement with the support of the local authority adviser. There is a clear action plan in place focusing on improvements in learning for the children. However, the views of parents and children are not fully taken into account when making this assessment.

The nursery is well-aware of the importance of working with parents and other professionals and is effective in securing additional support for those children who need it, through early identification and strong partnership working.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 action. 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

<b>Unique reference number</b>	EY272499
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	860825
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Linda Chapman
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	07708 424194

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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, which are usually the childminder's 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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