

Theresa's Nursery School

The Pavilion, Calf Close, Haxby, York, YO32 3NX



Inspection date

10 March 2015

Previous inspection date

3 June 2009

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

Summary of key findings for parents

This provision is good

- The staff team work very well together and are very responsive to children's individual needs. Consequently, children settle well and are confident in their environment.
- Staff foster excellent relationships with parents and give the highest priority to ensuring parents are fully included in the life of the nursery. This contributes to families building very trusting relationships with staff, which significantly benefits each child's ongoing care, learning and development.
- The owner/manager shows a good commitment to driving improvement to enhance the outcomes for children's care and learning.
- Staff provide a wide range of learning experiences for children. As a result, children are motivated, eager to learn and keen to have a go at working things out for themselves.
- Children are kept free from harm because staff have a clear understanding of child protection procedures. They know what they must do if they have a concern about a child in their care or the practice of a colleague.

It is not yet outstanding because:

- Staff do not always encourage children to tidy away resources when they have finished with them to minimise tripping hazards.
- Some aspects of the arrangements for monitoring the performance of staff are not yet fully embedded.

What the setting needs to do to improve further

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

- enhance children's understanding of managing their own risks by teaching them to tidy away resources when they have finished playing with them
- strengthen the arrangements for monitoring the performance of staff, by fully embedding peer observations and supervision sessions, to ensure they are supported even further in their professional development.

Inspection activities

- The inspector toured the premises and observed children and staff in the playrooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner/manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the owner/manager.

Inspector

Diane Turner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff provide a wide range of learning opportunities that capture children's interest. Children have free access to a good range of resources and are confident to initiate activities themselves. Staff give children time to have a go at putting their ideas into practice. They are close by to offer support if needed, such as providing additional resources as children build a den. Staff support children's development in communication and language very well. They constantly engage children in conversation and read stories with expression, clearly explaining the meaning of words children may not be familiar with. Consequently, children develop a wide range of vocabulary and become confident communicators ready for starting school. Staff regularly observe and assess children's learning. They actively encourage parents to tell them what children have achieved at home, so they can plan precisely for the next steps in children's learning. Children with special educational needs are supported very well through targeted activities and very close partnership working with parents and outside professionals.

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

Staff provide a welcoming environment for children. The effective settling-in arrangements, and consistent staffing, help children to feel emotionally secure. Staff encourage all children to use their independence at snack time and praise them, to build up their self-esteem. Staff provide sensitive support for those children who are learning how to share. Consequently, children learn to behave well. Visitors to the nursery, such as a librarian, encourage children to engage with adults other than their normal carers. This further prepares children for their move to school. Overall, staff successfully promote children's understanding of safety, such as explaining risks associated with using a toaster at snack time. However, staff do not always encourage children to tidy away toys after use, to minimise tripping hazards. Children are provided with nutritious food at snack time and have good opportunities to be active and engage in daily outdoor physical play, to keep them healthy.

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

The owner/manager ensures that all staff work cohesively to support children's health, safety and well-being. Arrangements for the recruitment and vetting of new staff are thorough. Self-evaluation includes the views of staff, parents and children, and accurately identifies what is working well and what needs to improve. Children's development is monitored very effectively, which means any gaps in children's learning are identified and addressed quickly. The well-qualified staff team are committed to enhancing their practice through training. Supervision sessions and peer observations have been introduced. However, these are not yet fully embedded, in order to enhance the quality of teaching and children's learning even further. Strong partnerships with other early years providers help maintain good continuity of care and learning for children as they move between settings.

Setting details

Unique reference number	321520
Local authority	York
Inspection number	868699
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	33
Name of provider	Theresa Roberts-Hardy
Date of previous inspection	3 June 2009
Telephone number	01904 765005

Theresa's Nursery School was established in 1987 and has been registered at the current premises since 1992. It employs four members of childcare staff, including the manager. Of these, three hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens Monday, Tuesday and Friday from 9am until 1pm, and Wednesday and Thursday from 9am to 4pm. It also offers a summer school during the month of August, Monday to Friday, from 9am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs.

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