

# Sowerby Nursery School

The Portacabin, Sowerby County Primary School, Topcliffe Road, Thirsk, North Yorkshire, YO7 1RX



## Inspection date

2 July 2015

Previous inspection date

11 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager has not ensured that all staff are fully aware of the procedures to follow if an allegation is made against a member of staff.
- The manager has not provided the named deputy with all the relevant skills and information she requires, in the event of the manager being absent. As a result, the deputy is not fully aware of various aspects of the management of the nursery.
- Not all records required for the safe and efficient management of the nursery are easily accessible and available for inspection.
- Staff are not effectively using their observations to plan age-appropriate and challenging activities to support individual children's next steps and interests.
- Staff miss opportunities to extend and challenge children's thinking during activities.
- Children do not always have access to writing materials in the indoor and outdoor areas, to help them extend and develop their early writing skills.

### It has the following strengths

- The children are happy in this friendly nursery, and form close bonds with warm and caring staff. Children have confident attitudes and clearly feel safe and secure.
- Children are prepared well for the move to school because of the good arrangements and strong links with the local schools. Staff liaise frequently with teachers, and children make regular visits into the schools.
- The well-qualified staff teach the children about sharing and taking turns. As a result, children behave well and develop good self-esteem.
- Effective partnerships with parents ensure that children are well supported to achieve as well as they can. Parents value the quality of education and care provided.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff are fully aware of the procedure to follow if allegations are made against a staff member
- ensure that the named deputy has all the skills and knowledge to take charge in the manager's absence
- ensure all documentation is readily available for inspection, specifically a record of any complaints and outcomes
- use observations of children's achievements and interests to plan and provide challenging and purposeful activities which support their individual needs and next steps in learning.

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

- use purposeful discussion and questions to provide children with more opportunities to think about and share their own ideas
- make a wider range of writing resources accessible to children, to enable them to practise their early writing skills spontaneously during indoor and outdoor activities.

## Inspection activities

- The inspector observed children and staff during a range of activities in the indoor and outdoor areas.
- The inspector looked at a sample of policies, children's learning records and planning documentation.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the deputy manager.
- The inspector checked evidence of suitability and qualifications of the staff with the deputy manager.

## Inspector

Amanda Forrest

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff provide a selection of resources and activities in the room and the outdoor environment, so that children have opportunities to make their own choices in play. As a result, children are motivated, enthusiastic and confident learners. However, children have fewer opportunities to make marks as they play and the writing area has only a couple of felt-tip pens for the children to use. As a result, their early writing skills are not fully promoted. Staff support children's communication and language development. However, there are some weakness in the quality of teaching. Staff miss opportunities to extend children's learning and support them to develop their own ideas through the use of purposeful discussions and questions. Staff regularly observe children and this means they have a sufficient understanding of their abilities and likes. However, when planning for children's individual next steps in learning, staff do not always make effective use of their observations and assessments to plan challenging and exciting activities. Overall, children are prepared for the move to school.

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

Key persons support children well when they first start at the setting and with the move to school. This ensures that positive relationships are maintained between staff and children, which supports children's emotional well-being. Staff work closely with parents to obtain detailed information from them about their child. This promotes strong partnerships with parents. In addition, staff teach children suitable care practices, such as preparing to go outside and serving their own snack, so that they become confident and independent. Children's good health and physical skills are supported well. They enjoy daily outdoor play where they get plenty of fresh air and exercise.

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

The manager has not fully implemented all of the requirements of the Early Years Foundation Stage; specifically, when the manager is absent from the nursery, as on the day of inspection, she has not ensured that her deputy has the skills and knowledge required to take charge. The deputy manager discussed how supervisions are in place to improve practice. However, she was unable to discuss this further as it is something she does not complete. In addition, she knows that self-evaluation is completed but is unaware of the improvements the nursery wishes to make. On the day of inspection, required documentation was not available for the inspector to view, such as the complaints log and any outcomes of complaints. Staff understand how to safeguard children and how to keep the environment safe and secure. However, some staff are unsure of the procedure to follow or where to find the relevant information if an allegation is made against a member of staff or if they have a concern. The well-qualified team complete the required training, such as paediatric first aid, which has a positive impact on children's care.

## Setting details

<b>Unique reference number</b>	400369
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868869
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Sowerby Nursery School Committee
<b>Date of previous inspection</b>	11 January 2012
<b>Telephone number</b>	01845 527321

Sowerby Nursery School was registered in 1992 and operates from a portacabin in the grounds of Sowerby Community Primary school, near Thirsk. The nursery opens Monday to Friday from 8.45am to 11.45 m and from 12.45pm to 3.45pm, during term time only. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 2 or above.

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