

The Wooden Horse Day Nursery



The Wooden Horse Day Nursery, 110 Main Road, Wykeham, SCARBOROUGH, North Yorkshire, YO13 9QB

Inspection date 4 August 2015
Previous inspection date 6 July 2011

| 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

- Children are making good progress as they reach, and in some cases exceed, typical levels of development for their age. Staff focus their good quality teaching on developing children's communication, language, personal and social skills. Staff are very aware of what children need to learn and develop in order to be ready for the next stage in their learning, including the move on to school.
- Children are happy in the setting and behave exceptionally well. They are confident because they know and understand what is expected of them. Routines and boundaries are clear and children are well prepared for changes throughout the day. This supports their emotional well-being as they feel safe, secure and involved in their learning.
- Staff are well trained and, as a result, have very good knowledge and understanding of their responsibility to keep children safe. They know the signs and symptoms of abuse and who to seek support from should they have concerns about a child's welfare.
- Leadership and management are strong. Any gaps in learning are identified and staff work closely with parents and other professionals to ensure that gaps are closing. The manager is continually looking at ways in which the setting can improve and continue to provide the best care and education for all children.

It is not yet outstanding because:

- Staff do not always give children enough time to think and respond to the range of questions that they ask.
- Sometimes opportunities for more-able children to extend their already good literacy skills are not maximised.

What the setting needs to do to improve further

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

- provide children with further opportunities to write for a purpose and extend their already good literacy skills
- make sure that staff give children enough time to think and respond to the range of questions that they ask, so that children's thinking skills are fully developed.

Inspection activities

- The inspector looked at the premises and observed children engaged in a range of activities indoors and outdoors.
- The inspector spoke with the children, staff and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback.
- The inspector looked at a range of documentation, including children's learning files, evidence of suitability and qualifications of staff working with the children.

Inspector

Jill Roberts

Inspection findings

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

Parents know how well their children are progressing because staff regularly share children's learning with them. The quality of teaching is consistently good. This is because staff carefully observe children in their play and plan activities to extend, revisit or consolidate their learning. Staff work very well together and have effective strategies so all staff know what children's next steps are. Staff give children their undivided attention as they swiftly respond to their changing needs and interests. Staff make the most of everyday opportunities to teach children key skills and fully promote their learning. Staff teach children letters and sounds in fun and interesting ways, which children enjoy. However, staff do not capitalise on spontaneous opportunities for more-able children to write for a purpose and further extend their already good literacy skills.

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

The nursery environment is very welcoming and promotes children's sense of belonging. Training has helped staff to reflect on and improve the environment that they provide for the youngest children. Staff talk enthusiastically about how they have developed the environment to support children's learning and development. Children enjoy and explore the stimulating resources, which they can feel, smell and make sounds with. The outdoor environment is also particularly welcoming. Children have access to a wide range of resources and equipment, which they use to develop their physical skills. Children climb, ride, throw and catch on their own and with friends. Staff also use activities effectively to support children's cooperation and teach them how to share and take turns, which they do exceptionally well.

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

The manager has an excellent knowledge and understanding of the Early Years Foundation Stage. She closely monitors the curriculum to ensure that staff plan a wide range of activities and experiences for children across all areas of learning. For example, monitoring of children's progress identifies areas of learning where children make slower progress than others. For example, mathematics was targeted as an area for development. This resulted in the manager completing a project which successfully supported maths development across the whole nursery. Staff use their knowledge gained through qualifications well and this has a positive impact on children's progress. The manager ensures that they continue to improve their knowledge, understanding and practice. She keeps staff up to date with current early years practice through local authority training and meetings in the setting. The manager works side by side with staff to support them to improve their already good teaching. Staff know what their strengths and areas for development are. Recent focus for training has been to increase the amount of questions that staff ask children. While this has improved and staff ask many more questions, they do not always give children enough time to think and respond. This means that opportunities to further extend children's thinking skills are sometimes missed.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY421289 |
| Local authority | North Yorkshire |
| Inspection number | 852202 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 48 |
| Name of provider | Louise Mary Holloway |
| Date of previous inspection | 6 July 2011 |
| Telephone number | 01723 865544 |

The Wooden Horse Day Nursery was registered in 2010. It is situated on the outskirts of Wykeham, near Scarborough. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications from levels 3 to 6, including two staff with Early Years Professional status. The nursery opens Monday to Friday all year round, except bank holidays and a week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

