

# School House Nursery

Stoney Lane, Kelsall, Tarporley, Cheshire, CW6 0ST



<b>Inspection date</b>	18 February 2016
Previous inspection date	4 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider is very well qualified. She consistently makes sure that the educational programmes for children are exceptionally well monitored over time. The staff seek critical information from parents about their child's previous learning prior to entry. This, and precise planning, makes sure children are ready to learn from the start and their learning and development is rapid.
- The provider, managers and staff are highly committed to giving all children's learning and developmental progression a high priority. A strong emphasis on providing purposeful and developmentally appropriate activities enhances all aspects of children's learning. All staff have high expectations for all children in their care.
- Partnerships with parents are excellent. Staff inspire parents to be confident in their ability to support children's learning at home. Parents have free access to children's learning and development profiles which keeps them exceptionally well updated about their child's progress over time.
- Partnerships with other providers and professionals are superb. This includes a comprehensive two-way exchange of information about individual children's care and learning. The staff are in regular discussions with the local schools. Consequently, there are high levels of consistency and continuity between all parties and children's readiness for school is exceptionally well supported.
- Children demonstrate excellent emotional attachments with the staff that care for them. Staff are very caring and interact positively with all children. As a result, children settle in quickly, become ready to learn, manage their own behaviour and develop strong friendships over time.

## What the setting needs to do to improve further

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

- continue to focus professional development on enhancing teaching skills as far as possible, and maintaining the excellent outcomes achieved for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff during the inspection.
- The inspector talked to a selection of parents and read a range of written statements. Their views were taken into account during the inspection.
- The inspector interacted with children during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Risk assessment is given the highest priority by all staff who remain highly vigilant during children's playtimes. The staff receive excellent coaching to support their teaching practice. The provider includes all staff, children and their parents in the comprehensive evaluation processes. She has identified the potential to extend the programme for the professional development of her staff to enhance their already excellent knowledge.

### **Quality of teaching, learning and assessment is outstanding**

Staff make sure that the planning includes comprehensive information about children's changing interests over time. They complete meticulous observations on children as they play, making sure the next steps in their development are skilfully identified and regularly shared with parents. All children demonstrate high levels of engagement and enthusiasm as they investigate their play areas. Older children use their senses as they work in pairs to mix ingredients for dough. They discuss and negotiate with one another about which colour and scent they would like to add in. This enhances strong friendships among children and fosters their excellent readiness for school. Toddlers become excited and enthusiastic and develop high levels of imagination, as they mix their own concoctions and potions at the mud kitchen. Babies thoroughly enjoy the company of toddlers as they join in together for indoor and outdoor playtimes. This helps babies to develop positive relationships with their older friends and supports their move up to their next base room exceptionally well. All children enjoy daily access to the exciting and well-equipped gardens. Here, they make tracks in the paint with wheels, sit and read books and use brushes to paint the fences with water. Staff make excellent use of children's spontaneous and planned activities to encourage their skills in talking and counting. They encourage children to take manageable risks in their play and in overcoming real physical challenge.

### **Personal development, behaviour and welfare are outstanding**

Children are provided with well-balanced meals that are cooked fresh on site each day. Children develop excellent independence skills as they self-serve and clear away plates at mealtimes. Staff encourage children's excellent understanding of the importance of good manners. Excellent daily access to the outdoor equipment is one way that helps children to develop an exceptional understanding about healthy lifestyles. Children explore a range of cultures. This, and access to an extensive range of toys depicting positive images of diversity, helps to foster their respect for one another highly effectively.

### **Outcomes for children are outstanding**

All children, including those in receipt of funding for early education, make excellent progress. They have the attitudes and dispositions that prepare them extremely well for school.

## Setting details

<b>Unique reference number</b>	EY292597
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	848786
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Michelle McMaster
<b>Date of previous inspection</b>	4 May 2011
<b>Telephone number</b>	01829 751126

School House Nursery was registered in 2004. The nursery is privately owned and operates from the old school house situated adjacent to Delamere Primary School in Kelsall, Cheshire. The nursery employs seven members of childcare staff. Of these, one holds Early Years Professional status and a level 6 childcare qualification, one holds a level 5 childcare qualification and all other staff hold a level 3 childcare qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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