

Kirkby & Great Broughton Nursery



Kirkby & Great Broughton C of E Primary School, Kirkby Lane, Kirkby-in-Cleveland,
MIDDLESBROUGH, Cleveland, TS9 7AL

Inspection date	22 April 2016
Previous inspection date	28 April 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Staff are very well qualified and benefit from regular supervision and training to continuously build upon their expert knowledge and skills. This contributes to the superb quality of teaching that is consistent throughout the nursery.
- Partnerships with parents are very well established. They play an active role in assessing children's progress alongside staff, who share information with them regularly about children's learning at nursery.
- Children's emotional well-being is of paramount importance in the nursery. Robust settling-in procedures help staff to get to know children's individual needs and preferences quickly. This helps children to feel confident and secure from the outset.
- Children's behaviour is exemplary. Staff consistently promote well-established routines, clear boundaries and expectations. Children respond remarkably well and self-regulate their behaviour, reminding each other of rules and routines.
- The manager has an infectious drive toward continually building upon and enhancing the already outstanding provision. Systems to evaluate every aspect of practice involve parents, staff and children and lead to precise action plans that successfully promote excellent outcomes for children.
- Staff are swift to identify any areas where children are not making the best possible progress. They plan highly effective activities to address any areas of learning that need further support and help children to make even faster progress.

What the setting needs to do to improve further

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

- develop even more ways for children to independently explore and investigate different materials and support their creative development to even higher levels.

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 spoke to the manager, staff and children at appropriate times during the inspection. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

Partnerships with parents and other professionals are well embedded. They help to provide a focused, coordinated approach to supporting children's needs, particularly those who need extra support in their learning. The manager has exceptional knowledge of how children develop and provides educational programmes, supporting them to make excellent progress in all areas of learning. Staff support children extremely well as they prepare to move on to Reception class and take children on weekly visits to schools. This helps them to become familiar with the environment and teaching staff. Arrangements for safeguarding are effective. Robust child protection procedures are in place and staff have extensive knowledge of what to do if they have a concern about the welfare of a child.

Quality of teaching, learning and assessment is outstanding

Staff meticulously plan activities that are tailored to meet the learning needs of individual children. They provide well-targeted challenges for all children, including those who exceed learning expectations. They expertly identify when to allow children to lead their own learning. Children become deeply engaged, develop their ideas and cooperate as they play. For instance, they solve their own problems as they discuss how to clear an area and lay foundations for their building, as they play in pebbles with digger toys. Children enjoy spending time outdoors where there are many opportunities to investigate and explore a variety of materials and textures, helping to support their creative development. Staff are currently looking at ways to extend this even more effectively indoors.

Personal development, behaviour and welfare are outstanding

The nursery provides a calm, supportive learning environment that is expertly equipped to provide children with an abundance of opportunities to practise skills, supporting all areas of learning. Parents comment on the, 'Tranquil atmosphere' that they feel contributes to marked improvements in their children's social and emotional development. Children show remarkable independence skills and meet their own care needs with little adult support. Children learn about the importance of healthy lifestyles. They discuss the benefits of healthy foods and exercise on their bodies as they enjoy nutritious snacks. Staff sensitively teach children about different cultures and religions. They learn about the differences and similarities between themselves and others and to understand each other's beliefs, values and feelings. This contributes to the supportive friendships they develop with their peers.

Outcomes for children are outstanding

Children show superb levels of confidence and demonstrate an immensely positive attitude to learning. They concentrate for extended periods of time and do not become distracted from tasks and activities. For example, as parents arrive to collect them, children remain absorbed in a group story time and do not want to leave. All children make rapid progress and many are exceeding the levels of development typical for their age. There is an excellent focus on promoting early mathematics and literacy skills. Many children are able to write and recognise some simple words and demonstrate counting and number recognition skills beyond those expected for their age. This helps to prepare them extremely well for more formal learning when they move on to Reception class.

Setting details

Unique reference number	EY403364
Local authority	North Yorkshire
Inspection number	849928
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of provider	Wendy Jane Kelly
Date of previous inspection	28 April 2010
Telephone number	07508840155

Kirkby & Great Broughton Nursery was registered in 2009. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including one with early years professional status and qualified teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 12 midday. The nursery provides funded early education for two-, three- and four-year-old children.

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