

The Friary Nursery School Ltd

2 Friars Lane, Beverley, North Humberside, HU17 0DF



Inspection date

15 March 2016

Previous inspection date

20 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are eager to join in with activities and play. The thoughtfully planned play areas create enabling environments for all children. This helps them to be happy and independent in their choice of activities and they are confident to express themselves.
- Partnership with parents, external agencies and other professionals are well established and make a strong contribution to meeting children's individual needs. This ensures that all children get the support they require.
- Children settle well, they feel very safe and secure. The key-person system is firmly embedded. Staff build strong relationships with children and their families.
- Leadership and management are good. The effective performance management of staff ensures the high-quality teaching is further developed. As a result, children's learning is promoted well.
- Staff gather detailed information from parents at the start of their child's placement. This, alongside their own observations and assessments of children involved in play and activities, is used to plan for children's individual needs. Children make good progress.

It is not yet outstanding because:

- Occasionally, children's responses to questions are not fully listened to or extended so that they get the most out of every learning opportunity.
- Activities, such as story time, are disrupted by other children playing nearby which causes children to become distracted and lose concentration.
- Some less experienced staff do not explain to children the importance of treating resources and their environment with care and safety.

What the setting needs to do to improve further

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

- improve questioning skills that extend children's thinking and learning even further
- reflect on ways to improve the organisation of activities that help children focus and concentrate more on the teaching that is taking place
- enhance opportunities for children to learn the importance of caring for resources and taking responsibility for their nursery environment.

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 looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the nursery manager at appropriate times during the inspection.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the nursery. She also looked at the nursery's self-evaluation and a selection of policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector observed children playing and spoke to children and staff throughout the inspection. She also carried out a joint observation with the manager.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise risk successfully. They are confident about how to protect children and keep them safe from harm. The manager monitors the educational programmes, children's progress and staff practice closely. Regular staff supervisions are used to discuss individual children and their progress, staff training and any concerns staff may have. This ensures any gaps in children's learning are identified and interventions sought. The recruitment and selection procedures for staff are secure. The qualified staff are proactive with regard to their own professional development and training needs. This results in high-quality teaching. The views of parents, children and staff are actively sought as part of the nursery's evaluation process. Parents highly praise the nursery staff. There are established links with the local schools and other early years provisions that children also attend. They share information so that children's learning experiences and care have continuity.

Quality of teaching, learning and assessment is good

Children's literacy skills develop well. Older children recognise the letters that form their name. Children explore different textures and have many opportunities to make marks and develop their early writing skills. Children enjoy listening and matching games. Teaching is good. Staff sensitively interact with children and make good use of opportunities to extend their language. Children count and notice patterns during activities, this helps support their developing mathematical skills and creativity. Disabled children, those with special educational needs, and children who speak English as an additional language, are supported effectively. Staff work well with other agencies and take on board their advice. This means help is secured and meets all children's needs.

Personal development, behaviour and welfare are good

Children settle in well and learn to develop good social skills. This includes children that require extra help. Staff are kind and patient, they provide responsive additional support when children are struggling to understand expectations. They praise and encourage children's good behaviour. They work in partnership with parents regarding any behavioural issues they may be experiencing with their child. Overall, senior staff manage children's behaviour well and are positive role models. Children's individual needs and routines are carefully followed to support their well-being. Children spend time outdoors each day and they have many opportunities to be physically active.

Outcomes for children are good

All children make good progress from their starting points. This includes disabled children, those with special educational needs and those for whom the setting receives additional funding. Older children develop good mathematical and literacy skills. Children are developing positive attitudes to learning and on the whole, they gain clear guidance about what is acceptable behaviour. They enjoy exploring a broad range of activities. Children take pride in developing their independence as they hang up their own coats and change their shoes. This helps prepare children for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	500857
Local authority	East Riding of Yorkshire
Inspection number	869103
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	34
Name of provider	The Friary Nursery School Limited
Date of previous inspection	20 January 2010
Telephone number	01482 870900

The Friary Nursery School Ltd was registered in 1988 and is privately owned. It employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 to 5. The setting is open from Monday to Friday, all year round. Sessions are from 8.15am until 5.30pm. It provides funded early education for two-, three- and four-year-old children. The setting supports a number of disabled children, those with special educational needs and children who speak English as an additional language.

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