

The Wooden Horse at Stakesby



Stakesby Community Primary School, Byland Road, WHITBY, North Yorkshire, YO21 1HY

Inspection date	20 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders and managers are fully committed to their ongoing improvement. They seek, listen to and fully consider parents' views when making plans for improvement. Action plans are effective and feed into all aspects of the nursery's work. The quality of the provision is strong with some outstanding features.
- Partnership working is very well established. Managers work closely with parents, the host school and local children's centre. Highly effective arrangements agreed by all parties prepare children extremely well for the move on to school.
- Children learn very quickly to cooperate, share and take turns. Adults use clear language to teach and show them how to play and begin to accept the needs of others.
- The manager regularly analyses and reflects on children's progress. This helps her to see gaps in learning and development. Effective plans are then put in place to ensure that all children make the best possible progress towards the early learning goals.
- Staff use a range of ways to celebrate children's achievements at home and in nursery. This helps to promote their self-esteem.

It is not yet outstanding because:

- Leaders and managers do not precisely evaluate staff performance to identify areas for development to improve teaching to an outstanding level.
- Sometimes staff do not fully support children's changing interests and help them to explore their own ideas.

What the setting needs to do to improve further

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

- strengthen the monitoring and evaluation of staff practice to identify areas for development and improve the quality of teaching to an outstanding level
- improve the way that staff support children to explore their own ideas.

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 managers and talked with children and staff, at appropriate times throughout the inspection.
- The inspector looked at a range of documentation such as the nursery's current action plan, children's development files and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views provided through written feedback and those spoken to on the day.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

Staff are led and managed by a committed and well-qualified management team. New staff complete a rigorous recruitment and induction process. This helps to ensure they are suitable for the role and are alert to possible concerns about a child's welfare. Safeguarding is effective. Child protection procedures are clearly outlined as part of safeguarding policies in accordance with local guidance. Managers follow a clear pathway and work exceptionally well in conjunction with other agencies, when concerns are raised. Staff access training in specific areas of learning. They are reflective and use their new knowledge, skills and understanding to enhance practice. One example of this is the improvements made to the environment, activities and resources to further support children's mathematical development.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff gather parents' views about what children know and can do when they start nursery and at regular intervals. They use their observations and assessments to plan fun and interesting activities to support children's next steps in learning. Staff help children to develop their imagination and use props to support their play. For example, children use the 'kettle', 'make porridge' and 'wash their clothes' in the home area. Staff work well to promote children's communication and language skills in English and in their home language. Children learn and use new words rapidly in play. Staff provide dual language signs, notices and books that children can access. They collect key words from parents so that they can support children, particularly during routine times. This helps to support children's sense of security and belonging.

Personal development, behaviour and welfare are good

Staff are calm, caring and sensitive to children's individual needs. This helps to promote children's emotional well-being. Children follow boundaries and routines which are well established. This supports them to feel safe and secure at nursery. Children anticipate key times and enjoy taking responsibility. They do as much as they can for themselves. For example, children take off their boots after outdoor play and find their own shoes. They pour their drinks and chose the snack they want. Staff talk with children about what they are eating and share these healthy options with parents. Children explore their environment. They enjoy outdoor play and opportunities to be physically active. Staff make good use of their environment and good links with school mean that outdoor learning can be maximised. These are some of the ways that staff support children's developing understanding of healthy lifestyles.

Outcomes for children are good

All children are progressing well. They anticipate key times and enjoy taking responsibility. Children are improving their physical skills as they use one-handed tools and equipment. They show that they feel proud of themselves and are developing their self-confidence and self-esteem. Children are more becoming more confident in social situations. They take turns, share and are developing good relationships with staff and children.

Setting details

Unique reference number	EY481065
Local authority	North Yorkshire
Inspection number	990276
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 3
Total number of places	12
Number of children on roll	13
Name of registered person	The Wooden Horse Partnership
Registered person unique reference number	RP531627
Date of previous inspection	Not applicable
Telephone number	01947 604222

The Wooden Horse at Stakesby was registered in 2014. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two with qualified teacher status. The nursery opens Monday to Friday term time only. Sessions on Monday, Tuesday and Thursday are from 9am until midday and on Wednesday and Friday sessions are from 9am until 3pm. The nursery provides funded early education for two-year-old children. It supports children who speak English as an additional language.

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