

Gable House Nursery School Ltd

Gable House Nursery School, 20 Wellington Road, BRIDLINGTON, North Humberside, YO15 2BG



Inspection date

8 December 2016

Previous inspection date

27 November 2013

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

- The management team monitors and evaluates the service they provide through effective self-evaluation. All staff have worked hard since the last inspection, positively addressing the area of weakness raised. This shows a strong desire to improve.
- Detailed observations and assessments are completed by knowledgeable key persons. This information is regularly shared with parents and supports continuity in children's care and development.
- Staff skilfully question children during activities. This helps to improve children's learning and language, and communication skills.
- Children use good manners and show respect as they listen and respond well to staff and each other. Staff are enthusiastic and constantly give children lots of praise for what they have achieved. This helps to support children's emotional well-being and raises their self esteem.
- Partnerships with other professionals are effective. Staff work very closely with them to ensure children who are not meeting their expected milestones are fully supported.

It is not yet outstanding because:

- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.
- Occasionally, adult-led activities do not encourage children to express their individuality and creativity.

What the setting needs to do to improve further

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

- enhance systems for obtaining more detailed information from parents about children's learning and developmental abilities on entry
- provide more opportunities for children to express their individuality and creativity.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Children are well protected as they are cared for by experienced staff. Suitability has been checked through robust recruitment and vetting procedures. The arrangements for safeguarding are effective. Staff have attended safeguarding training and have a good understanding of their responsibility to protect children from harm. There are clear procedures in place for reporting concerns about children or adults. Staff's ongoing development is promoted through clear performance management strategies, such as appraisals. These are used to identify staff's strengths and to assess any future training needs. A positive approach to partnership working ensures that parents are very well engaged in their children's ongoing learning. For example, parents are regularly invited to support learning at home and share their children's achievements with the nursery. Parents spoken to during the inspection indicate that they are happy with the nursery and their children love attending. Established partnerships with the local schools contribute towards information about children's learning being shared effectively.

Quality of teaching, learning and assessment is good

Staff sit alongside children as they play, helping them with what they are trying to do. The educational programmes are closely monitored to ensure each child achieves to the best of their abilities in all areas. Young babies form close attachments with staff. Staff model words when interacting with toddlers as they play with a good range of sensory resources. Staff support older children's listening and attention, especially during group discussions and story times. For example, they use pictures to help capture children's attention and aid their understanding. Staff communicate well with the parents of children who speak English as an additional language. For example, they find out key words in children's home language to support children in the nursery.

Personal development, behaviour and welfare are good

Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Children develop their social skills through a wide range of experiences. For example, they sit together at mealtimes and enjoy the company of staff and their peers. Children are provided with a broad range of experiences to develop their physical skills. For example, in the indoor environment they enjoy the sensory experience of manipulating moon foam and fitting together pieces of train track. Outdoors, children climb on apparatus and ride bikes with confidence. Children demonstrate high levels of motivation as they freely move around the environment and make choices about what they want to do.

Outcomes for children are good

All children make good progress. They like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff. Children learn personal hygiene through everyday routines, such as washing their hands. They develop friendships, good social skills and become confident communicators. These skills help them to be ready for their move on to school.

Setting details

Unique reference number	EY272921
Local authority	East Riding of Yorkshire
Inspection number	1064497
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	93
Number of children on roll	156
Name of registered person	Gable House Nursery School Limited
Registered person unique reference number	RP907647
Date of previous inspection	27 November 2013
Telephone number	01262 676582

Gable House Nursery School Ltd was registered in 2003. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday and all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery supports children who speak English as an additional language. 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

