

Borrowby Nursery School

The Cabin, Knayton C of E Primary School, Stockton Road, Knayton, Thirsk, North Yorkshire, YO7 4AN



Inspection date

17 January 2017

Previous inspection date

21 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Procedures to ensure that staff disclose any information that may affect their suitability to work with children are not yet fully embedded.
- The provider, who is also the manager, does not ensure that all the required documentation, including staff records and evidence of qualifications, is well organised and available for inspection.
- The monitoring of staff practice is not yet highly focused on further developing the already good quality of teaching.

It has the following strengths

- The provider and her committed team show a strong focus and are passionate about providing high-quality education for children. The well-qualified staff have an expert knowledge of how young children learn. Consequently, teaching across the nursery is good.
- Very strong partnerships with the host school provide continuity in children's learning when they leave the nursery and move on to school.
- The key-person system is effective. Staff are good role models for children. They employ a range of effective strategies based on children's stages of development to manage children's behaviour successfully. Children say please and thank you and treat each other with kindness and respect.
- Partnerships with parents are strong. For instance, staff value children's home experiences and provide learning journals to encourage parents to share their progress made at home. This contributes well to the continuity of care and learning for children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement more-robust procedures to ensure that all staff disclose any information that may affect their suitability to work with children	17/02/2017
■ ensure all staff records and evidence of staff qualifications are available on request.	17/02/2017

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

- strengthen the monitoring of staff practice to enhance their teaching skills even further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, including policies and procedures, self-evaluation and suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the premises.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff demonstrate a secure understanding of the signs and symptoms that may indicate possible abuse. They know how to act and who to contact should they be concerned about a child's welfare. Although all staff have been vetted to ensure suitability to work with children, the manager has not fully implemented highly effective procedures to ensure staff's ongoing suitability. Overall, staff consider the safety of the environment appropriately, helping children understand safe practices. For example, staff provide clear explanations to encourage children to keep ride-on toys away from those children engaging in other games, to avoid injury. The manager holds supervision meetings and appraisals with the staff and identifies some professional development. However, systems for monitoring staff practice are not yet embedded. In addition, not all staff records were available for inspection. This is a breach of the legal requirements.

Quality of teaching, learning and assessment is good

Well-qualified staff regularly observe children and effectively use these observations to plan individual next steps in their learning. Children have plenty of opportunities to explore and lead their own play and staff encourage them to become inquisitive learners. Older children take part in small-group activities to encourage communication and language skills. Staff talk with them and children show delight in recognising what might happen next in a story. Staff encourage early counting skills during children's play and daily routines. For example, they count how many pieces of pasta they have. Children confidently use words, such as more and less, which builds on their understanding of amounts and sizes. Children's investigation skills are developing well. They enjoy exploring with ice and water and discuss how the ice melts as they hold it in their hand.

Personal development, behaviour and welfare are good

The well planned outdoor learning environment captures children's interest and imagination as they explore it eagerly. For example, children splashing in puddles work out how to make them even bigger and enjoy playing with mud and creating 'pies'. Staff use praise effectively, which helps to promote children's self-esteem. Staff encourage children's good health effectively. For example, washing their hands before meals and eating healthy foods and snacks. Children develop good physical skills in the indoor and outdoor play areas. They develop a strong sense of belonging as they build on good relationships with staff and each other. Children are learning to celebrate differences in people from their own community and the wider world.

Outcomes for children are good

Children make good progress in their learning. They develop a range of skills and knowledge that will prepare them well when they start school. For example, they learn to be polite, considerate, share and take turns. Children are very keen to practise their early writing skills, such as making marks and painting. They play alongside each other and strengthen their social skills.

Setting details

Unique reference number	EY272499
Local authority	North Yorkshire
Inspection number	1060920
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Linda Chapman
Registered person unique reference number	RP907397
Date of previous inspection	21 May 2013
Telephone number	01845537527

Borrowby Nursery School was registered in 2003 and is situated in the village of Knayton near Thirsk. The nursery employs eight members of childcare staff and an apprentice, of these, all but one hold appropriate early years qualifications at level 3, including two with early years professional status. The nursery opens all year round, except for bank holidays, Monday to Thursday from 7.30am to 6pm and Friday from 7.30am to 3.30pm. 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

