

The School House Nursery

School Bungalow, Pannal Green, Pannal, HARROGATE, North Yorkshire, HG3 1LH



Inspection date	29 August 2017
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

- Staff work closely in partnerships with parents, local schools and other providers. This helps make a strong contribution to meeting children's needs and ensuring consistency in their care and learning. Parents praise the staff for nurturing their children and providing an exciting environment with a homely and family feel.
- The management team and staff use self-evaluation effectively to reflect and continue to drive improvements, listening to and valuing the views of parents and children.
- Staff know children well and provide a wide range of exciting activities that follows children's interests and promotes their learning, overall. They make detailed observations and regular assessments of what children know and can do. Staff use this information well to plan for the next stage in children's learning.
- Staff give high priority to children's speaking and listening skills.
- Staff are very nurturing and attentive to children's needs. All children settle quickly and become secure in their familiar routines. They are very happy and develop warm and trusting relationships with staff who support their emotional well-being effectively.

It is not yet outstanding because:

- At times, staff do not always encourage older children to concentrate and persist with an activity when challenges occur.
- Staff working with toddlers do not consistently make the very best use of the learning environment, in particular outdoors, to support their different learning styles and preferences in the best possible way.

What the setting needs to do to improve further

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

- explore more ways of encouraging older children to persist with an activity when challenges occur, enabling them to develop their concentration and perseverance skills
- reflect on the ways that the learning environment is used, particularly outdoors, to support toddlers' different learning styles and preferences in the best ways possible.

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 nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to recognise possible signs and symptoms of abuse and are confident in the procedures to follow if they have concerns about a child's welfare. They supervise children vigilantly and the premises is secure. Robust procedures for recruitment and to ensure the ongoing suitability of staff are implemented well. The manager conducts regular supervision meetings with staff to help her monitor staff performance effectively. Staff are committed to professional development and access a range of training opportunities to further enhance their knowledge. This has a positive impact on the outcomes for children. The manager monitors children's learning carefully to help identify any gaps in their development.

Quality of teaching, learning and assessment is good

Older children are encouraged to think and share ideas as they roll balls down various pieces of guttering. Children enjoy experimenting in the mud kitchen, filling and emptying different sized containers. Staff skilfully incorporate numbers, counting, shape and size into everyday activities and promote children's early mathematical skills well. Children show lots of curiosity in the world around them. For example, they squash the wild blackberries and discover they can make juice. They describe how the berries are prickly and remind the inspector not to eat them because they haven't been washed. All children develop a love of books. Babies are encouraged to handle books while staff talk to them about the pictures they see. Toddlers are eager to turn the pages and attempt to retell the familiar story. This positively helps support children's early reading skills.

Personal development, behaviour and welfare are good

The caring and nurturing staff help children to feel emotionally secure. Children settle quickly at the start of the day and immediately find friends and activities to enjoy. They have extremely good attitudes to learning, this can be seen in their interest and excitement when approaching activities. Children's self-esteem is boosted as they are praised for their efforts, achievements and positive behaviour. Young children are beginning to gain an awareness of sharing and taking turns. Older children play cooperatively with their friends. Children follow good hygiene routines and learn about the benefits of healthy eating and exercise.

Outcomes for children are good

All children make good progress which helps to prepare them well for their next stage in learning or school. Children are confident, keen and enthusiastic learners who enjoy exploring the wide range of activities available to them, overall. Older children are strong communicators who initiate conversation with others. Babies are developing good communication skills. They use their voices to attract adult attention and make eye contact when they are communicating. Children learn to count, write their names and begin to learn the sounds that letters represent.

Setting details

Unique reference number	EY488379
Local authority	North Yorkshire
Inspection number	1010222
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	15
Number of children on roll	30
Name of registered person	Kids at Heart Limited
Registered person unique reference number	RP902422
Date of previous inspection	Not applicable
Telephone number	01423 873619

The School House Nursery registered in 2015. The nursery employs seven members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 6 and four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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