

Borrowby Nursery School

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



Inspection date

4 December 2017

Previous inspection date

17 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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's welfare and happiness is central to everything staff do. The key-person system is facilitated well. Children have very strong, trusting relationships with staff and are self-assured and relaxed in the homely environment.
- Staff are well qualified and skilfully interact to extend children's learning. For instance, they encourage children to think about how the astronauts will enter their rocket ship when they have not included a door. Children demonstrate good problem-solving skills and quickly review and amend their design.
- Children are very independent and confidently explore the stimulating environment. They are developing good self-care skills and eagerly help with routine tasks.
- Very effective information sharing practices with parents are implemented to promote a shared approach to children's learning and care. Staff organise workshops to provide parents with details of how they can continue to support children's learning at home.
- Staff work successfully with schools and other providers to share important information and make sure that children's transitions between settings are seamless.

It is not yet outstanding because:

- Sometimes, staff do not fully consider the organisation of group time to provide the best opportunities for children to build on their good listening and concentration skills.
- The manager has not yet developed systems to monitor information about the progress of different groups of children to enable her to fully evaluate the effectiveness of teaching.

What the setting needs to do to improve further

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

- review the organisation of group time and focus more precisely on supporting children to develop their good concentration and listening skills even further
- develop systems to monitor information about the progress of different groups of children to fully evaluate the effectiveness of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector looked at evidence of staff recruitment and suitability checks, a sample of policies and other relevant documentation.
- The inspector jointly observed an activity with the manager.
- The inspector spoke to staff, parents and children during the inspection and considered their views.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and plans for improvement.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is led by a capable and dedicated manager who has taken prompt action to make the necessary improvements since the last inspection. She works successfully with staff to reflect on practice and set realistic targets for improvement. For instance, staff plan to offer home visits to deepen their understanding of children's needs on entry. The manager supervises staff well. She is supportive and offers many opportunities for them to develop professionally. For example, staff visit early years centres of excellence and attend conferences to strengthen their knowledge and understanding of practice. Recently, they have gained a deeper understanding of how to support and assess children's emotional well-being. The manager observes staff as they engage with children and provides critical feedback to help them to develop their good interactions even further. Safeguarding is effective. Staff are trained well in child protection matters and know what action to take if they have concerns about children's welfare. Recruitment procedures are stringent and ensure that staff are fully vetted.

Quality of teaching, learning and assessment is good

Children are motivated learners who engage in a wide range of purposeful activities that is well suited to their needs. For instance, staff challenge children to count, compare size and identify numerals as they follow a recipe to make dough. They point to labels and support children to link sounds to letters. Children explore the ingredients using their senses and are supported to describe texture. Staff encourage children to draw maps and create route plans as they pretend to go on a bus journey. They enthusiastically join in to ignite children's imaginations and introduce a narrative into their play. Staff make accurate observations and assessments. They work closely with parents to identify and successfully plan for each child's interests and next stages in learning.

Personal development, behaviour and welfare are good

Staff are admirable role models. They provide sensitive guidance to help children to understand the feelings of others and resolve minor conflicts amicably. Children behave well and welcome staff's praise and encouragement. Children have many opportunities to explore and play outdoors. They are physically active and have a wonderful time painting their hands and chasing around the garden, pretending to be monsters. Staff help children to plant, harvest and sample vegetables to endorse their healthy-eating policy.

Outcomes for children are good

Children make good progress from their starting points. They initiate interactions with others and show high levels of confidence in new situations. Children form recognisable letters as they are encouraged to label their work with their name. They competently use scissors to cut out shapes and work creatively to design and create intricate pictures. These are just some of the many key skills that children are developing in readiness for school.

Setting details

Unique reference number	EY272499
Local authority	North Yorkshire
Inspection number	1083627
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	20
Name of registered person	Linda Chapman
Registered person unique reference number	RP907397
Date of previous inspection	17 January 2017
Telephone number	01845537527

Borrowby Nursery School registered in 2003 and is situated in the village of Knayton near Thirsk. The setting employs six members of staff, of these, all but one hold appropriate early years qualifications at level 2 and above, including two with early years professional status. The setting opens all year round, except for bank holidays. Sessions are from 7.30am until 6pm, Monday to Thursday and 7.30am until 3.30pm on Fridays. The setting provides funded early education for two-, three- and four-year-old children.

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