

School House Nursery

The Old School House, School Lane, Holmpton, WITHERNSEA, North Humberside, HU19 2QS



Inspection date	29 June 2018
Previous inspection date	12 February 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

- Nursery leaders are committed to achieving the best outcomes for children. They obtain the views of staff, parents and children and use these to identify future improvements.
- The outdoor areas of the nursery are superb. Children play with a range of high-quality resources. They take great pride in activities, such as feeding the nursery hens every day. They learn to manage some risks, such as navigating the climbing frame. Children make good progress in their learning.
- Children show much affection for the friendly, caring staff team. Staff are vigilant in monitoring children's well-being and respond quickly if a child needs some extra support.
- Children benefit from experiences, such as weekly music sessions where they learn songs and play a range of instruments. They show great interest in the sounds that different instruments produce and enjoy joining in with action songs.
- Staff teach the children about the local community. They plan walks and visits, for example, to a local care home. They invite people from the local area to talk to the older children about their jobs and how they support the community.

It is not yet outstanding because:

- At times the organisation of group activities does not engage all children.
- The quality of teaching is not consistently outstanding across the nursery.

What the setting needs to do to improve further

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

- review the way large-group activities are organised to ensure all children are keen to be involved at these times
- provide further support for staff to raise the quality of teaching to a consistently high standard to maximise positive outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at evidence of suitability of staff and documentation, including policies and procedures.
- The inspector took account of parents' views by speaking to some of them during the inspection.
- The inspector spoke to staff and children during the inspection. She asked staff how they ensure the safety and welfare of children in the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Rose Tanser

Inspection findings

Effectiveness of the leadership and management is good

Nursery leaders provide some opportunities for staff to develop their skills and knowledge. For example, the staff who work with the youngest children have attended recent training in how to effectively support babies. There are regular supervision meetings in place. Staff are encouraged to reflect upon their practice and to identify future training relevant to their roles. Children's progress is carefully monitored, including children who are eligible for additional funding. Nursery leaders ensure plans are then put in place to maximise outcomes for all groups of children. The arrangements for safeguarding are effective. All staff are very confident about their responsibilities to keep children safe and well. They keep up to date with current legislation about safeguarding children. They know the signs that would cause them to be concerned about children's safety and welfare. They know the actions they must take in these circumstances.

Quality of teaching, learning and assessment is good

Staff support children's communication and literacy skills very well. They listen carefully to children's ideas and respond positively. Children enjoy activities, such as a dedicated story time every day. There are many opportunities for all ages of children to explore different materials. Babies watch attentively as staff show them how to play with cooked pasta. They are keen to imitate and develop their own ideas, such as stirring the pasta with spoons. Parents are involved right from the start. Staff ask parents about children's learning and interests as part of induction arrangements. They use this information to assess children's starting points and to plan children's next steps in learning. There are very effective ways of sharing information between home and the nursery. Parents are kept well informed about their children's progress over time.

Personal development, behaviour and welfare are good

Children develop close emotional bonds with their key person and other staff. They behave well and show good levels of cooperation as they play together. Staff share the nursery 'promises' with children to remind them of the importance of sharing resources and looking after each other. Children have many opportunities to learn about healthy lifestyles. They are physically active for much of the day. They are provided with healthy and nutritious meals made by the nursery cook. Staff teach children about how people live in different parts of the world. There are excellent arrangements in place as children prepare to move on to school. The pre-school room staff work closely with the feeder school to support children at this time.

Outcomes for children are good

Children make good progress from their starting points, including children who are eligible for additional funding. They respect the similarities and differences between themselves and others. Children show good levels of well-being which help to support them as they encounter new challenges in their learning. They are confident to express their needs and ideas and have a strong interest in listening to stories. They are well prepared for the next stages in their learning, especially as they move on to school.

Setting details

Unique reference number	EY356627
Local authority	East Riding of Yorkshire
Inspection number	1064999
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	30
Number of children on roll	85
Name of registered person	Carole Lesley Martin
Registered person unique reference number	RP515014
Date of previous inspection	12 February 2013
Telephone number	01964 631649

School House Nursery registered in 2007 and is privately owned. There are nine members of staff who work with the children. Of these, two staff hold a level 6 qualification, one holds a level 5 qualification, three hold a level 3 qualification and two hold a level 2 qualification. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year.

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