

# Newby Early Years

C/o Newby And Scalby Primary School, The Green, Scarborough YO12 5JA



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 25 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of leadership and management                    |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding    | 1        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### The provision is good

- Leadership is highly effective. The management team shows a strong focus and is passionate about providing a safe and high-quality service to children and their families. Managers identify effectively areas to develop further. They implement changes to achieve goals set in improvement plans and continue raising standards.
- The staff team has strong relationships and partnerships with parents and the host school, which help them to work very effectively together. Parents speak extremely highly of the staff team and the service they provide.
- The quality of teaching is good and staff make learning enjoyable for children. They work hard to provide high-quality learning experiences in this very welcoming and inclusive environment.
- All staff have a sharp focus on promoting communication skills and language development. Throughout the session staff talk with children, ask them probing questions and encourage full responses.
- Children behave extremely well in the nursery. They are emotionally secure and learn excellent social skills. Children learn to listen, wait patiently, take turns and share. They follow instructions precisely, and quickly respond to any requests from adults.

### It is not yet outstanding because:

- Staff do not consistently obtain enough information from parents about what children already know and can do when they first start, to help them to plan their learning fully from the outset.

## What the setting needs to do to improve further

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

- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning and development from the outset.

### 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are fully aware of what to do should they have any concerns about a child's welfare. They receive regular training updates and are confident about their individual responsibilities to keep children safe from harm. Staff recruitment, vetting and induction procedures are robust. Staff benefit from supervision processes which the manager uses to identify support, highlight training and meet staff development needs. Highly successful links with the school support children to make smooth transitions when the time comes and help to promote children's continuity of care. The management team reviews the provision effectively to identify areas for improvement. For example, mathematical development is being given greater emphasis indoors and outdoors to ensure that children achieve as well in this area as they do in communication and literacy.

### Quality of teaching, learning and assessment is good

Staff use the information they gain from their observations and assessments to plan effectively for each child's individual learning needs. They interact really well with children as they play, helping to extend their learning. Children's communication skills are supported extremely well. For example, staff use every opportunity for children to recall past experiences, helping to support children's foundation for future learning. Children's vocabulary is excellent and they are well supported to extend their creative learning through their own ideas. Staff encourage children to take library books home to share with their parents. This is having a positive impact on developing children's enjoyment of reading.

### Personal development, behaviour and welfare are outstanding

Staff are extremely attentive and children form warm, trusting relationships with them. This successfully helps to promote children's emotional well-being. Staff skilfully help children to develop exceptional levels of confidence and learn about sharing, turn taking and being kind. Children look at themselves in mirrors and talk about their facial features. They then create pictures of their faces to help them to understand similarities and differences. Staff actively encourage children to adopt a healthy lifestyle. For example, children have extensive opportunities for exploring outside. Children learn how to manage their safety particularly well. For example, when testing their balancing skills, they check the way is clear before jumping onto the next tyre.

### Outcomes for children are good

All children make good progress and are well prepared for the next stages of learning. They demonstrate excellent independence and are eager to have a go and try something new. Children develop very good listening and communication skills. They thoroughly enjoy group activities, such as singing, stories and discussion time. Children's early mathematical skills are developing well. They learn about numbers, counting, shapes and sizes in everyday activities. Early literacy skills are emerging well. Children learn to recognise their name and make marks with increasing pencil control.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY536297  |
| <b>Local authority</b>                           | North Yorkshire                                     |
| <b>Inspection number</b>                         | 10059503  |
| <b>Type of provision</b>                         | Full day care                                       |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises                  |
| <b>Age range of children</b>                     | 3 - 12  |
| <b>Total number of places</b>                    | 110   |
| <b>Number of children on roll</b>                | 452   |
| <b>Name of registered person</b>                 | Newby Fun Factory Limited                           |
| <b>Registered person unique reference number</b> | RP536296  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 01723500511   |

Newby Early Years registered in 2016. It is run by a charity and a private company limited by guarantee. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including two members of staff who hold qualified teacher status. The nursery opens from 7.45am until 6pm, for 50 weeks of the year. The nursery provides funded early education for three- and four-year-old children.

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