

Kirk Hammerton Nursery School



The Pavillion, Kirk Hammerton Playing Field, Kirk Hammerton, YORK
YO26 8DE

Inspection date	22 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Children are very confident and independent in the nursery school. Staff have created strong relationships with children and their families and this helps children to feel safe and extremely secure.
- Staff accurately assess children's learning and overall progress to identify any gaps in their learning. This helps to ensure that individual children are making good progress towards the early learning goals.
- The dedicated leaders of the nursery school are committed to offering quality provision. They are proactive in recognising strengths and identifying areas for development. For example, leaders have plans to develop the already outstanding area outdoors to provide more space and opportunities for children to learn about growth.
- A highly robust key-person system is implemented. The key person and play leader visit children in their homes before they start at the nursery school. This helps to support children's emotional security exceptionally well from the beginning.
- Staff help to keep children safe when in the nursery school. For example, they complete daily checks of the premises and resources. Staff adhere to policies and procedures, to help protect children from harm.
- Staff do not take every opportunity to build links with other settings that children also attend to aid consistency in children's progress.
- Although staff share regular information with parents about their children's general care needs, they have not explored all methods to help support parents to extend their children's learning at home.

What the setting needs to do to improve further

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

- take every opportunity to build effective partnerships with other settings that children also attend and share information, to promote continuity in children's learning
- devise even better ways to share information with parents, to help them further support their children's learning at home.

Inspection activities

- The inspector viewed all areas accessed by the children, including the outdoor environment.
- The inspector observed play and learning opportunities for the children and spoke to staff members and children. She carried out a joint observation of practice with the play leader.
- The inspector looked at children's records, evidence of suitability and qualifications of staff, observation and assessment files, planning documentation and a selection of policies. She held a meeting with the play leader.
- The inspector took account of the verbal and written views of parents and carers.
- The inspector discussed the methods used for self-evaluation and the impact this has on the nursery school.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to protect children. They understand how to recognise and react to any signs of abuse or neglect. Staff are provided with a programme of ongoing supervision and the play leader monitors the quality of their teaching. She identifies staff's training needs and puts plans in place to help improve their practice. For example, staff have attended a training course to help improve their understanding of outdoor learning. Staff are well qualified. The play leader checks and monitors the accuracy and consistency of staff's assessments. This helps to effectively support children's good progress. Effective links are in place with local schools that children will move on to. Older children visit the adjacent school with the play leader and eat their lunch there. This helps children to become familiar with the routine and significantly supports their future move on to school. Parents speak very highly of the service offered, making comments, such as 'the staff are a fantastic team'.

Quality of teaching, learning and assessment is good

Children develop positive attitudes towards taking part in learning experiences. For example, children explore items that float and sink as they play in water. They use their imagination as they make models from junk materials. Children's early reading skills are supported well. For instance, children confidently find their names when they arrive at the nursery school to sign themselves in. Staff read familiar stories to children, which also encourages children's communication and listening skills. They improve children's knowledge of the world as they explore factual books. Staff ask a good range of questions as children play. This helps to focus children's learning even further and encourages them to think more deeply as they play.

Personal development, behaviour and welfare are outstanding

The small and very friendly staff team use their excellent knowledge and experience to provide a wonderful, nurturing environment. This gives children a strong sense of belonging and superbly promotes their well-being. The environment is highly stimulating, indoors and outdoors. Children spend plenty of time outside, which has an extremely positive impact on their physical development. They are highly motivated and busy learners as they explore. For example, children grow their own vegetables and learn about composting. This helps children to develop an excellent understanding of a healthy diet and the importance of recycling. Staff support children effectively and engage them in purposeful and well-rehearsed routines. For instance, children take on small responsibilities, such as making snack for their peers. Children's behaviour is exceptionally good.

Outcomes for children are good

All children, including those with identified gaps in their development, make good progress in their learning. Children select toys with confidence and decide where they want to play. They develop their early writing skills as they add their names to their handiwork. Children are enthusiastic learners who acquire skills and develop confidence in preparation for starting school.

Setting details

Unique reference number	EY544767
Local authority	North Yorkshire
Inspection number	10100703
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Kirk Hammerton Nursery School CIO
Registered person unique reference number	RP544766
Date of previous inspection	Not applicable
Telephone number	01423339404

Kirk Hammerton Nursery School registered in 2017. The nursery school employs six members of staff. All members of staff hold early years qualifications at level 3 or above. Two members of staff hold qualified teacher status. The nursery school opens during term time from 9am until 3.15pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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