

Sowerby Nursery School

The Portacabin, Sowerby County Primary School, Topcliffe Road, Thirsk,
North Yorkshire YO7 1RX



Inspection date	8 May 2019
Previous inspection date	14 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching and staff's observations of children's learning is inconsistent. Some staff do not plan purposeful activities to challenge individual children. In addition, other staff do not recognise when children are learning through play and fail to extend their development further.
- Staff do not complete accurate assessments of children's progress and information given to parents does not help them to gain a clear understanding of their children's overall development. In addition, staff do not gather information from parents about their children's starting points on entry to the setting.
- Since the last inspection, the manager has not monitored staff's practice effectively or prioritised her improvement plans. This has had a negative impact on the quality of teaching, learning and assessment.

It has the following strengths

- Children form secure bonds with their key person and the whole staff team. Staff are warm, caring and responsive towards children. This has a positive impact on children's emotional well-being.
- Staff have developed good partnerships with other professionals, such as teachers in school. They share information with them to promote continuity of learning for children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching and develop staff's observational skills to ensure children are challenged through purposeful play and planned activities, to help them to make the best possible progress towards their individual learning goals	26/07/2019
ensure all staff complete precise assessments of children's progress, including the baseline assessment on entry, to provide parents and colleagues with accurate information about children's development.	28/06/2019

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

- develop ways to regularly evaluate and reflect on staff's practice to support them to meet high standards and promote good outcomes for children
- prioritise development plans and implement them effectively to drive improvements forward and to raise standards to a higher level.

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 to children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including policies and procedures, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has not robustly monitored staff's practice and this has led to breaches in the learning, development and assessment requirements. Although she regularly reflects on areas for improvement, such as developing the outdoor environment, she has not focused her attention on raising the quality of teaching and learning. Staff have opportunities for supervision if they wish to attend and participate in regular team meetings. They have recently worked on developing their consistency in supporting children's behaviour. This has had a positive impact on the environment in the nursery. Overall, the manager monitors the progress children make across each area of their learning. She has started to review this information to help identify areas for further development. Safeguarding is effective. The manager ensures the staff know what to do if they have concerns about children and their families. They have clear procedures to follow and regularly discuss wider child protection issues.

Quality of teaching, learning and assessment requires improvement

Children are not supported to make the best possible progress in their learning. Staff plan activities which do not link to children's individual learning goals. For example, they provide a limited choice of coloured paints and ask all children the same questions about the texture of this on their hands. Older children show enjoyment in the sensory aspect of the activity. However, staff miss opportunities to challenge them to draw the letters in their name. Children naturally make progress in their language skills and use their imagination as they 'put the fires out' with the spray bottles and play with the fire station. However, some of the staff team do not recognise how to help children learn through their play and stop them to complete planned activities. This means that children lose enthusiasm and interest quickly. The majority of staff's observations of children's learning lack sufficient detail to inform assessments of their ongoing progress.

Personal development, behaviour and welfare are good

Staff are good role models for children. They use specific praise and are consistent in supporting their positive behaviour. Children are well mannered, polite and show an awareness of what to do to take turns with their peers. Staff encourage children to be independent and confident. Children take an active part in their own self-care and show pride in their personal achievements. They develop good social skills and enjoy activities outdoors. Staff encourage children to persevere to develop their physical skills as they bounce on the space hoppers and catch ducks in the water area. Staff promote children's good health. They encourage parents to provide healthy lunches and offer fresh fruit at snack time.

Outcomes for children require improvement

Teaching lacks sufficient challenge to help children to make consistently good progress. Nevertheless, the majority are working in the stages typically expected for their age and begin to develop some of the skills they need to start school. Overall, children show enjoyment in most of their experiences and are keen to try new activities.

Setting details

Unique reference number	400369
Local authority	North Yorkshire
Inspection number	10072879
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	24
Number of children on roll	38
Name of registered person	Sowerby Nursery School Committee
Registered person unique reference number	RP518716
Date of previous inspection	14 June 2016
Telephone number	01845 527321

Sowerby Nursery School registered in 1992 and operates from a portable building in the grounds of Sowerby Community Primary School, near Thirsk. The nursery opens Monday to Friday from 8.45am to 11.45am and from 12.45pm to 3.45pm, during term time only. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager. The nursery offers funded early education places for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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