

Barkston Ash Nursery School

The Village Hall, Church Street, Barkston Ash, TADCASTER, North Yorkshire LS24 9PJ



Inspection date	20 June 2019
Previous inspection date	23 September 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager's passionate, dedicated drive to improve children's outcomes is at the heart of all nursery activities. The long-established staff team shares the same vision for quality and has the highest expectations for all children.
- Staff are well qualified and have superb knowledge of how young children learn and develop. They provide a highly stimulating learning environment, indoors and outdoors, where children are very eager to join in with an exciting range of activities. Children make exceptional progress in their learning.
- Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. The manager is highly proactive in working in partnership with parents, carers and external agencies to secure the best support to meet children's individual needs.
- Parents are highly appreciative of the exceptional support staff provide for their children. They make written comments, such as, 'I am always in awe of how staff manage to achieve a relaxed and chilled atmosphere', when sharing their views on the quality of the nursery.
- Staff provide superior levels of support to children and their families. Meticulous care is provided for children's emotional and physical needs to ensure a consistent approach.
- Staff are supported extremely well by the management team. They benefit highly from targeted supervision meetings and excellent professional development opportunities.
- Children's assessment information is reviewed with precision. Any possible gaps in learning are swiftly identified and addressed to help children reach their full potential.

What the setting needs to do to improve further

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

- continue to implement the excellent plans to further extend children's early reading skills and evaluate the impact of this on children's outcomes.

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

Inspector
Nicola Jones

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is supported extremely well by her dedicated management team to provide a safe, secure and highly stimulating environment that promotes children's learning to the highest level. Together, they ensure all activities are highly effective in meeting children's individual needs. The manager is dedicated and demonstrates a very strong drive to continually review and improve the nursery. She actively seeks the views of parents, staff and children to support this process even further. The arrangements for safeguarding are effective. Staff have strong knowledge of the signs and symptoms that may indicate possible abuse to children. They know to act swiftly should they have any concerns regarding a child's welfare. Procedures for managing events, such as any allegations made against the staff team, are managed in a highly effective way.

Quality of teaching, learning and assessment is outstanding

Staff make accurate and precise assessments of children's learning. They use this information exceptionally well to plan highly challenging experiences that are meticulously focused on children's individual learning needs. Throughout the nursery, teaching is consistently of a very high quality. For instance, staff support older children to name and sound letters of the alphabet when they are developmentally ready. Children show exceptional skills for their age when they write simple words and orally blend words, such as 'daddy'. Highly effective partnerships with local schools ensure a consistent approach to children's learning. For example, focused discussions take place to ensure programmes to develop children's phonic skills are delivered with precision and accuracy. Highly focused training in this area further develops staff knowledge and skills to the highest level.

Personal development, behaviour and welfare are outstanding

Children are exceptionally well motivated and demonstrate high levels of self-control and cooperation for their age. They thoroughly enjoy routine activities, where they show respect for one another. For instance, during snack time, children share the antibacterial gel, wait patiently for their turn and talk politely to each other while they eat. Children, including those who are very young and new to the group, engage deeply in their learning. Staff plan large-group activities, such as reading traditional stories, where children listen intently and concentrate extremely well. Recent improvements to the nursery include introducing a wider range of books to children, in readiness for school. The manager plans to evaluate this initiative towards the end of the term, to assess the impact on children's outcomes.

Outcomes for children are outstanding

Children make consistently high rates of progress in their learning. Children with SEND are supported very well to swiftly narrow gaps in their learning. Children are extremely well prepared with the skills they need to start school. Two-year-old children begin to recognise their name while older children respond correctly to questions, such as, 'What begins with 's'?' with the words 'sun', 'snake' and 'slither'.

Setting details

Unique reference number	EY256241
Local authority	North Yorkshire
Inspection number	10071715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Barkston Ash Pre School Nursery Partnership
Registered person unique reference number	RP904528
Date of previous inspection	23 September 2015
Telephone number	01937 557 602

Barkston Ash Nursery School registered in 2003 and is located in Tadcaster, North Yorkshire. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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