

The Wooden Horse - Wykeham



The Wooden Horse - Wykeham, 110 Main Road, Wykeham,
SCARBOROUGH, North Yorkshire YO13 9QB

Inspection date	21 August 2019
Previous inspection date	4 August 2015

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

- Partnerships with parents are very well established. Parents praise staff for supporting the whole family and helping them to feel part of their child's learning. They say that 'staff embrace and value each individual child and really get to know them, so every child feels special'.
- Children are enthusiastic, curious and confident learners. They arrive happily at nursery and are eager to join in. Their motivation to engage in their learning contributes to the good progress that they make.
- Staff support children extremely well at times of change, for example when they move through rooms in the nursery or leave to start school. Staff's close partnerships with parents and schools help to reassure children, and they develop the skills and confidence needed for the next stage of their learning.
- Children demonstrate high levels of self-esteem and confidence. They benefit from warm interactions and plenty of praise from staff. Staff are respectful and polite to children and one another. This helps children to learn about good manners and to consider the needs and feelings of others.
- The manager has a clear and accurate view of the quality of teaching in the nursery. Arrangements to support and mentor staff are effective. For example, those with higher qualifications and more experience model and share their skills with newer members of the team. This helps to build on the already good quality of teaching.
- Teaching is rooted in a secure understanding of how children learn and is, generally, well matched to their individual needs. However, occasionally, teaching plans for the most able children do not provide a consistently high challenge.
- Staff have not considered ways to provide even more opportunities for children to create, explore and investigate during play.

What the setting needs to do to improve further

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

- provide more consistent, highly challenging activities for the most able children to help them make even better progress in their learning
- extend the opportunities children have to explore, investigate and develop their creativity during play.

Inspection activities

- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector took a tour of the premises.
- The inspector held a meeting with the manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

The manager is committed to ongoing development and demonstrates a strong capacity for continuous improvement. She monitors the progress that children make and evaluates the teaching and learning in nursery. The manager uses her findings, alongside feedback from parents and children, to identify ways to enhance practice. For instance, she has enhanced the learning plans to support children's early mathematical skills after noting slower progress in this area of learning. Professional development is focused around children's needs. For example, the manager has identified a learning programme to help staff develop an even deeper understanding of children's behaviour. Safeguarding is effective. Staff have a good knowledge of the signs and symptoms of abuse and what to do if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Observations and assessments of children's learning are accurate. Staff provide an appropriate balance of adult-led activities and opportunities for children to lead their own learning. They have recently begun to focus more on following children's interests and cues during their play. Older children show remarkable imaginative skills during pretend play, where they discuss and develop their ideas in great detail. Staff support babies' play well. They sit close by and help them to post shapes into the corresponding holes in an activity toy. Staff weave mathematics and literacy into activities. For example, children look at a written recipe and count out the ingredients during a baking activity. All children have plenty of opportunities to develop their physical skills. For example, staff encourage babies to take their first steps and older children balance, climb and ride bikes in the garden.

Personal development, behaviour and welfare are good

Staff support children to learn about healthy lifestyles. They encourage children to make good choices at mealtimes and teach them appropriate hygiene habits. Children develop high levels of independence. For example, babies and toddlers fetch their own coats and older children enjoy the responsibility of small tasks, such as pouring drinks. Staff are very aware of children's medical needs and meet these meticulously. Children listen carefully to staff and respond positively to their instructions and guidance. They behave well. Arrangements to support new children are effective and help them to settle quickly into nursery. Children demonstrate a strong sense of belonging and form warm bonds with staff. Older children develop close friendships and seek out others to join in their play. Babies confidently approach staff for a hug or reassurance.

Outcomes for children are good

Children are working within the range of development that is typical for their age and many exceed this in some areas of learning. Children show very good listening and attention skills from a young age. Pre-school children benefit from group activities that introduce them to letters and the sounds that they make. This helps to prepare them for learning to read in school. Younger children and babies take part in story and song sessions that help them to practise and extend their language and communication skills.

Setting details

Unique reference number	EY421289
Local authority	North Yorkshire
Inspection number	10071744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	30
Number of children on roll	45
Name of registered person	Holloway, Louise Mary
Registered person unique reference number	RP514954
Date of previous inspection	4 August 2015
Telephone number	01723 865544

The Wooden Horse - Wykeham registered in 2010. The nursery employs eight members of childcare staff, seven of whom hold appropriate early years qualifications from levels 3 to 6, including two with early years professional status. The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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