

Inspection of School House Daycare And Preschool

4 Longlands Road, MIDDLESBROUGH, Cleveland TS4 2JL

Inspection date: 11 December 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The day-care and pre-school setting is very welcoming and attractive for children. It has a very homely feel, which parents recognise and comment positively about. Children attend happily and feel safe. Staff know the children in their care really well and plan purposeful activities to challenge their development in all areas of learning. Staff act as positive role models and have high expectations for children's learning and behaviour. As a result, children's behaviour and attitudes are exceptional. Children's excellent behaviour supports a calm and nurturing environment. They are involved in agreeing the rules of the setting and confidently talk about expectations for their behaviour. Children show consistently high levels of respect for others and for the resources within the environment.

Children are highly motivated and demonstrate high levels of involvement in activities. They are very keen to join in, share and cooperate with each other. Children have consistently positive attitudes to their play and learning and show interest in the learning environment and resources available. Leaders ensure there is a clear curriculum and a varied range of challenging activities for all children. Staff skilfully build on what children know and can do to support their future learning.

What does the early years setting do well and what does it need to do better?

- Staff promote children's independence and thinking skills well. They encourage children in the pre-school room to think about what they want to learn and what resources they will need. Staff listen carefully to children's ideas, offering suggestions and additional ideas when appropriate. Staff then carefully observe children's engagement and later discuss with them what they learned. This promotes children's confidence, self-esteem and sense of achievement. Children's behaviour and attitudes are outstanding. This supports an excellent foundation for learning and for developing positive relationships.
- Staff ensure they implement the key-person system well. This ensures that care practices meet children's individual needs. All children form strong bonds with staff and their peers. Older children, who do not need a sleep, gently stroke younger children's hair to help them fall asleep. Staff ensure they effectively promote most children's language and communication skills. They do this through discussions, singing and story times. However, some children are not fully involved as they have a dummy. Children are not upset or distressed therefore, the use of dummies prevents effective language development and social interaction.
- Children enjoy outdoor play. They show good control and coordination in large movements, for example, when digging, transporting soil and pouring water. They show good levels of independence during the daily routine, such as when

dressing for outdoor play and at mealtimes.

- The range of meals and snacks provided is a particular strength within the setting. Children receive healthy and nutritious food and drinks. All staff have a clear understanding of children's individual dietary requirements and consistently ensure they meet those requirements. This supports children's health and well-being. Mealtimes are used as an opportunity for children to learn about healthy living and food, such as 'super foods'. However, staff do not ensure they fully include all children in the group experience at mealtimes. This is due to the positioning of some children's chairs.
- The quality of teaching across all areas of the curriculum is good. Children are beginning to understand securely the early mathematical concepts appropriate to their stage of development. For example, younger children identify and match colours and shapes in jigsaw puzzles. Older children complete more complex puzzles. They can also add and subtract correctly when saying rhymes and songs that include numbers and counting.
- The leadership and management of the provision are strong. Leaders and staff are fully committed to children and strive to provide the best possible care and education for each child. Staff ensure they promptly identify any children who may need some early intervention. This ensures that children receive support at the earliest opportunity, improving their long-term learning outcomes. The setting also works well with other professionals and settings to ensure they consistently assess and meet children's individual needs. Parents express very positive comments about staff and the care and education they provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge and understanding of how to keep children safe. They are aware of the procedures to follow, including the setting's whistle-blowing procedure, should they have concerns about a child or a colleague. All staff have a positive attitude towards continuous professional development and have completed many training courses since registration. These include the wider aspects of child protection and safeguarding, such as the 'Prevent' duty, domestic abuse and arranged marriages. The manager evaluates training and shares learning outcomes with all staff, who work well together as a strong team.

What does the setting need to do to improve?

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

- ensure that all children's social interaction and skills are consistently supported at mealtimes
- promote children's language and communication skills further, for example, by discouraging the use of dummies when children do not need them for comfort.

Setting details

Unique reference number	EY547661
Local authority	Middlesbrough
Inspection number	10106911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	36
Number of children on roll	45
Name of registered person	O'Keefe, Allison Vanessa
Registered person unique reference number	RP547660
Telephone number	01642329839
Date of previous inspection	Not applicable

Information about this early years setting

School House Daycare And Preschool registered in 2017. The provider employs seven members of childcare staff. All hold appropriate early years qualifications at levels 3, 4 and 6, including the owner/manager who holds qualified teacher status. The provision opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm, except for public holidays. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

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 children and staff throughout the inspection.
- A joint observation was conducted with the pre-school manager.
- A meeting was undertaken with the pre-school manager. The inspector looked at relevant documentation, such as policies, children's learning information and evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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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