

# Inspection of School House Nursery

Stoney Lane, Kelsall, Tarporley, Cheshire CW6 0ST

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Inspection date: 8 January 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children benefit from being cared for by a well-established, dedicated staff team with a proven track record of providing excellent learning opportunities. They are exceptionally happy and greet their friends and the staff with enthusiasm. The small, homely environment is well organised to provide safe and inviting play spaces. These ignite children's curiosity and thirst for learning. During free play toddlers and pre-school children play together. Toddlers benefit from seeing what older children can do and pre-schoolers help and encourage their younger friends. Children are very independent and physically able. They are encouraged by staff to have a go and develop an expectation that they are capable of almost anything. When children mention that butter is made from milk, staff immediately provide them with the equipment to make butter for themselves.

Children are very articulate from an early age. Staff encourage them to use a rich range of words, for example, they comment that a spider they have found is difficult to see because it is 'camouflaged'. Children express their thoughts and ideas to their friends, who respect and value what they have to say. Children who use English as an additional language are well supported to rapidly develop an understanding of English and are learning to express themselves through speech and signing. Children's literacy skills are supported exceptionally well. Children recognise their written name and use their name cards to aid them when writing. The phonic sounds of letters are used during many activities throughout the day and children are excellent at listening and paying attention.

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

- Staff plan a curriculum which challenges and excites children. The dedicated team provides an excellent balance of adult-led and free-play activities. Staff's interactions with children are of a consistently high quality. They are attentive and supportive, guiding and encouraging children to use their thinking skills. Learning is seen as a journey of discovery they make together.
- Staff are excellent role models for children. They talk to children in a calm and caring manner and support their social and emotional well-being exceptionally well. Children share resources fairly, take turns and respect the feelings of others. They are encouraged to give voice to their feelings and explain if they are feeling happy, sad or something in-between. Children's behaviour is exemplary.
- The qualifications and expertise of the staff contribute towards the exemplary standards. The manager appraises staff effectively. She offers specific guidance to further strengthen their already excellent teaching. The manager has introduced systems which reduce staff's workload, while still providing effective monitoring of children's development and planning of learning objectives.

- Children have a very good understanding of healthy foods and how to lead a healthy lifestyle. Mealtimes are social occasions where children demonstrate excellent table manners and enjoy serving each other. They understand that vegetables help them grow 'big and strong'. Children undertake activities such as planting strawberry seeds and growing a range of vegetables in the nursery's raised beds. This helps children understand where some foods come from. Children are also aware of friends with allergies, and understand that some specific foods make their friend poorly.
- Excellent partnerships with parents are established. Parents are given information in a variety of ways, through face-to-face discussion, the use of online applications, social media and noticeboards. Parents are given an insight into their children's play and learning at the nursery through short videos of their child. They also receive a wide range of ideas about how they can extend learning at home and can borrow books to read with their children. One parent said her child's development was 'amazing' and was 'down to her attendance at nursery' with the 'friendly staff, who do a fantastic job'.
- Staff expand children's understanding of the world around them. They make strong links with the local school and the parish church. Staff also provide activities which help children learn about communities and cultures very different from their own, in other parts of the world. They use a globe to see the positioning of countries. Children research different types of homes, and explore different ways of living and the stories and festivals from other cultures.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. Staff are exceptionally vigilant and deploy themselves well, to make sure every child is always fully supervised. Computer tablets are used as learning tools. Staff discuss how to use these safely with children. Staff have a good awareness and a thorough understanding of child protection procedures through relevant training. They have a secure understanding of the risks of radicalisation and how to make a referral if they are concerned about a child. Staff consider children's mental health and take appropriate action if they are concerned a child is exhibiting mental distress.

## Setting details

<b>Unique reference number</b>	EY292597
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10129165
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	School House Nursery Limited
<b>Registered person unique reference number</b>	RP532065
<b>Telephone number</b>	01829 751126
<b>Date of previous inspection</b>	18 February 2016

## Information about this early years setting

School House Nursery registered in 2004. The nursery is privately owned and operates from the old school house next to Delamere Primary School in Kelsall, Cheshire. The nursery employs five members of childcare staff. Of these, one holds early years professional status and a level 6 childcare qualification, one holds a level 5 qualification, one holds a level 4 qualification and two hold level 3 qualifications. The nursery also has a cook. The nursery opens from Monday to Friday, all year round. It closes for public holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Rhodes

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact these activities had on children's learning.
- Staff and children were spoken to by the inspector during the inspection. The inspector joined in with a singing activity.
- The nursery manager and the inspector completed a joint observation of an adult-led learning activity. They discussed how the teaching observed extended children's understanding of the world.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and some written feedback from parents not present on the day was also read by the inspector. She 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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