

# Inspection of The Wooden Horse At St. Hildas

St Hildas Rc Primary School, Airy Hill, Whitby YO21 1PZ

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Inspection date: 4 February 2020

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision is good**

Children are very settled, happy and safe at the setting. The provider has taken effective steps since the previous inspection to ensure that children's safety and welfare are safeguarded. The key-person system is strong and children form close bonds with staff. All staff ensure that children's individual needs are well met, including those with special educational needs and/or disabilities (SEND).

The care and support for children with SEND is a particular strength of the setting. Staff work very closely with other professionals to ensure that children receive the extra support they need. The provider welcomes other professionals into the setting to deliver this support with staff.

Staff are positive role models and have high expectations for children's learning and behaviour. As a result, children's behaviour is exceptional. This supports a good learning atmosphere for all children. Children also have consistently positive attitudes to their play and learning. They show an interest in the learning environment and resources available. For example, children demonstrate excellent patience and take turns when playing a game with rules. They love being outdoors. The outdoor play area is well designed and promotes children's physical development, their understanding of the world and also their creativity and imagination.

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

- The provider ensures that the high-quality education the setting provides gives all children, including those with SEND, the life skills that they need to succeed. Staff work very well in partnership with parents. They receive comprehensive information from parents, which forms the basis of each child's specific care and learning. Staff also keep parents well informed about their child's development and progress on a regular basis.
- Staff extend children's thinking skills and ensure that children have opportunities to test out their own ideas. For example, in the pre-school room when exploring shells, children talk about and identify similarities and differences in shape, size and colour. They then put them in order of size, which helps to promote their mathematical thinking, language and skills. Children also use clocks to help them learn about time.
- Staff ensure that they tailor care practices for each child. These practices are effective and promote children's confidence and self-motivation, as well as their physical and emotional well-being. Staff are sensitive to children's needs. In the baby room, staff are aware of when babies are becoming tired and fetch their comforters for them. In the tweenie room, staff support children well with new potty training routines. Parents also receive advice and support from staff, with

ideas about extending their children's learning and development at home.

- Children are developing well across all areas of learning. They participate in a wide range of activities and learning experiences. Children show an interest in books and staff use books well to promote children's language and communication. Staff also support children's language and communication through a variety of activities which boost children's speaking and listening skills.
- Children's extremely positive behaviour is another particular strength of the setting. Children also demonstrate confidence and independence. For example, they decide what they would like to play with and whether they want to play indoors or outdoors. Children learn about the local community during walks and visits, including visits to a nursing home to meet the residents. This helps to promote children's understanding of the world. Children are also involved in activities which help them to learn about their uniqueness. For example, they use mirrors, talk about different facial features and then create self-portraits.
- The provider ensures that children receive a varied diet of nutritional meals and snacks. Mealtimes are relaxed and sociable occasions and children learn good hygiene routines. However, hygiene routines are not consistently implemented effectively by some staff, which could compromise children's health.
- The leadership and management of the provision are strong. Staff work well together as a team and all are focused on meeting the needs of the children. They have a positive attitude towards continuous professional development and have attended additional training since the previous inspection. There is an effective staff supervision procedure in place and staff state that they feel well supported.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have taken prompt and effective action since the previous inspection. The provider has updated the safeguarding policy and procedure. Staff demonstrate good knowledge and understanding of the reviewed procedure. They also know how to implement the procedure in a timely manner should they have concerns about a child. Additionally, staff demonstrate that they are able to identify signs of possible abuse and would act appropriately to safeguard children's welfare.

## 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 staff consistently implement good hygiene routines, for example when preparing and serving lunch.

## Setting details

<b>Unique reference number</b>	EY550220
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10129573
<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>	0 to 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	The Wooden Horse Nursery Ltd
<b>Registered person unique reference number</b>	RP550217
<b>Telephone number</b>	01947 604222
<b>Date of previous inspection</b>	11 October 2019

## Information about this early years setting

The Wooden Horse At St. Hildas registered in 2017. The setting employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, and 13 hold qualifications at level 3 or above, including two with qualified teacher status. The setting opens Monday to Friday, all year round. Sessions run from 7.45am until 6pm. Funded early years education is provided 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 of an activity was carried out with the nursery provider.
- A meeting was undertaken with the nursery provider, and the inspector looked at relevant documentation, including the nursery's policies, children's learning information and evidence of the suitability of staff working in the nursery.
- The inspector obtained feedback from 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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