

# Inspection of Kirkby & Great Broughton Nursery

Kirkby & Great Broughton C of E Primary School, Kirkby Lane, Kirkby-in-Cleveland,  
MIDDLESBROUGH, Cleveland TS9 7AL

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Inspection date:

6 March 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children show exceptional levels of concentration and perseverance. They arrive at the setting, separate from their parents with confidence and busy themselves with an exciting range of well-planned activities. Children are highly independent learners and their behaviour is impeccable. They show superb levels of care and consideration for each other. For example, with no prompting from adults, they help each other put on coats and fasten each other's zips. Children are cared for in a very well-organised and calm environment. They are very good listeners who easily stay focused during planned activities where they talk about days of the week. Activities successfully capture children's interests due to staff being highly competent educators who know the children they care for very well. Children all feel safe and very happy. They confidently move around all areas in the setting to play with their friends and happily chat to them about what they are doing. Staff allow children the time to think about what they are doing and to form their own ideas.

Staff have extremely high expectations for all children at the setting. They quickly identify any help or support children need and swiftly plan activities that can help them build on what they already know. This means staff support them effectively to learn new skills.

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

- The manager of the setting confidently guides her staff to build a very well-planned, ambitious and exciting curriculum that centres around the children's individual learning needs. Plans to strengthen children's development are consistently well focused to ensure that children make the very best progress in all areas of their development.
- Children are fabulous communicators. They easily express themselves and share their own ideas with confidence. For example, they talk about the story they read the day before and recall with great accuracy what happened. Children continually notice similarities in their environment as they talk about shapes, such as diamonds, and notice how the plates at snack time look like a triangle. Some children are able to write their own names on their drawings with no support from staff.
- Children have very secure counting and number skills. Many children are able to identify which numerals make up numbers above 10. Children's mathematical development is very good. Adults challenge and support children very well to develop the skills they need for later life. For example, they help children learn to count in everyday routines, such as asking them to count the boys and girls in the nursery.
- Parents are highly complimentary about the setting and the adults who care for

their children. The staff work exceptionally hard to build up trusting relationships with each parent and they find out all they can about the children who attend their setting. Staff build excellent relationships with the whole family so they can meet children's personal and emotional needs very effectively.

- Staff work closely with the school in which they are based, and others, to make certain that children are highly confident when making transitions to their future place of learning.
- Children love spending time outdoors in the garden, where they independently access exciting and challenging resources. They spend a great deal of time becoming thoroughly immersed in imaginative play as they stir the mixture to make birthday cakes.
- Children have wonderful relationships with the adults who care for them. They are eager to share what they know. Children proudly and confidently take on tasks which require a level of responsibility, such as passing messages between members of staff. This increases their self-esteem and confidence.
- Planned activities build on children's already very good communication and language skills. Adults also focus on supporting children's emotional well-being. For example, staff talk to children about visiting the dentist. They introduce new words and read a story to alleviate any anxieties about their trip to the dentist.
- The manager reflects on practice extremely well with her staff team. Together they look at what they can do better and have created a calm and sheltered reflection area in the garden. They have added small houses to this to attract insects. Adults are currently using this area to encourage children to consider how to take care of the environment.

## Safeguarding

The arrangements for safeguarding are effective.

Staff show a secure awareness of what they need to do if they have a concern about a child. They know how to report any concerns about any adults working with children. Regular checks on the premises and equipment are completed by staff. This helps to make sure that the children and the environment are safe, and any issues during the day are dealt with swiftly. Children are also very vigilant about hazards in the environment as they help to tidy away toys. They know how to use resources safely, as they competently use knives to cut up bananas at snack time.

## Setting details

<b>Unique reference number</b>	EY403364
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10131602
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Kelly, Wendy Jane
<b>Registered person unique reference number</b>	RP903231
<b>Telephone number</b>	07508840155
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

Kirkby & Great Broughton Nursery was registered in 2009. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status and qualified teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until midday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Larner

## Inspection activities

- The inspector and manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the nursery manager during the inspection.

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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