

Inspection of The Friary Nursery School Ltd

2 Friars Lane, Beverley, North Humberside HU17 0DF

Inspection date: 22 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery. They settle very well because of the positive relationships with staff. Children approach staff readily when they need help. Sometimes they spontaneously hug staff. Children gain a wide range of useful skills and knowledge that prepare them well for their future learning and school. They become confident and inquisitive learners. For example, they persevere for some time to find out what is inside an onion. They absorb themselves at the mud kitchen and develop a storyline as they play. Children learn very pleasant manners. They happily share and take turns due to sensitive support by staff. Children learn to say 'excuse me' to gain someone's attention. Some children copy this spontaneously while playing with their friends.

The provider put appropriate restrictions in place due to the COVID-19 pandemic. Although restrictions are changing, procedures for cleanliness and ventilation continue to minimise any ongoing risks. Children are supported to wash their hands independently. They love to play and dance outside in the fresh air. Staff and parents acknowledge the difficulties caused by the pandemic. However, parents say that their children's social skills and language have improved rapidly since they returned to nursery.

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

- Staff provide an interesting curriculum that helps children to make good progress in all areas of learning. They skilfully help children to recall what they have learned. This helps children to build on what they already know. For example, children confidently recount how to call the police or fire service. They remember how to make vegetable soup and why vegetables are good for them.
- Children's language is, on the whole, very good. Staff provide lots of opportunities for children to practise new vocabulary. Children confidently use words such as 'cavities' and 'enamel', as they recall what they learned about their teeth. They confidently retell how they discovered that sugary drinks dissolve eggshells.
- Staff plan lots of opportunities for children to practise their physical skills. For example, children skilfully cut summer clothes out of a catalogue, as they talk about what they might wear on a sunny day. They use various tools with increasing strength and control to make play dough shapes. Some children experiment with pretend hair straighteners, using them as tongs to pick up small items. They persevere until they are successful.
- On the whole, children engage confidently in purposeful routines that provide a good structure to the day. For example, older children settle for group circle time while younger children go outside. Similarly, children quickly settle for snack or lunch because they know what is expected of them. However, there are

occasions when some children find transitions a little unsettling.

- The manager has good oversight of the provision. She is proud of the staff, who work well together and feel supported in their work. Staff monitor each other's work and suggest how practice can be enhanced. There are good links with the local authority for support and advice. Staff continue to evaluate and plan how to enhance children's learning and well-being. However, they have not fully explored how the outdoor environment might be used even more effectively in their plans.
- Staff provide excellent support for children with special educational needs and/or disabilities. Staff are dedicated to making sure that children and their parents get the help they need. They follow guidance from specialist services and attend training to meet children's specific needs. Parents are overwhelmingly supportive of the incredible efforts made by the staff, which help children to feel welcome and to catch up with their peers. Several parents say that the manager goes 'above and beyond' all expectations to make sure their children are happy and make good progress.
- While children make good progress, there are times when the individual next steps for their learning are not sufficiently focused on their most critical learning need. This means that some children do not make as much progress as they could.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand physical and behavioural signs that children might be experiencing difficulties at home. Staff know how to secure help for children, appropriate to their role and level of responsibility. For example, the less experienced staff know who to pass their concerns to. Senior staff have experience of working with safeguarding authorities. Children learn important skills to keep themselves safe as they play. For example, when children want to see what is inside vegetables, staff recognise the potential learning opportunity. They bring knives for the children. They demonstrate how to hold the knives and then supervise the unplanned activity.

What does the setting need to do to improve?

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

- endeavour to identify children's most critical learning needs so that when effectively shared with staff and parents, this will have the biggest impact on children's progress
- continue to review routines and how the indoor and outdoor premises are used, to provide even greater calmness and consistency for children who struggle with transitional times.

Setting details

Unique reference number	500857
Local authority	East Riding of Yorkshire
Inspection number	10062787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	The Friary Nursery School Limited
Registered person unique reference number	RP907708
Telephone number	01482 870900
Date of previous inspection	15 March 2016

Information about this early years setting

The Friary Nursery School Ltd registered in 1988 and is privately owned. It employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at levels 3 to 5. The nursery is open from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection, read their testimonials and took account of their views.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the nursery and documents required for the safe and effective management of the provision.

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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