

# Inspection of Wath Court Nursery

Wath Court Nursery, Wath Court, Hovingham, YORK YO62 4NN

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Inspection date: 14 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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**

All children thrive and flourish in the nursery. They benefit from consistently high-quality interactions and staff who know how to meet their learning needs exceptionally well. Babies show very high levels of focus and stay engaged in activities for long periods of time. Staff help children to show pride in their achievements. This is a significant strength across the nursery and children have high levels of resilience and confidence. Children tell staff they are proud of themselves and receive positive praise from their friends around the table. Babies repeat standing and sitting actions, thoroughly enjoying the applause from staff. Staff help children to prepare for the next stages in their learning and challenge them at every opportunity. Children learn new concepts quickly and show enthusiasm and excitement to join in experiences.

The management team and staff team are passionate, professional and dedicated to providing children with the best possible start. Children with special educational needs and/or disabilities are supported exceptionally well and staff actively promote inclusion. For example, they ensure children benefit from the full curriculum by carefully considering the height and accessibility of resources. Since the COVID-19 pandemic restrictions have eased, staff have resumed home visits as part of their settling-in procedures. This has a huge impact on their relationship with new families and children show they feel safe with staff on their first day.

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

- Staff provide every child with a curriculum that meets their individual needs. This helps children to make unique, exceptional progress and they exceed expectations for their age. For example, children choose to use marker pens to write the letters in their name in cursive handwriting. They accurately identify letter sounds in other words they hear and are keen to share their knowledge with staff.
- Children demonstrate excellent communication and language skills. Staff use a range of techniques to help children extend their vocabulary, such as 'Word of the Week'. Older children describe in detail how to 'control the fire' in the fire pit. They use language to describe their ideas, thoughts and feelings. Staff model clear pronunciation to toddlers and provide specific support immediately to close any possible gaps in learning.
- Staff ensure children feel safe and secure in the nursery. They have exceptional knowledge of their care needs and prepare activities which they know new starters will enjoy. For instance, staff plan to set up sparkly treasure baskets for a new baby based on their observations at the home visit. Older children are emotionally prepared for starting school. For example, staff show them pictures of their school and form effective links with teachers, so they are aware of

expectations.

- Children's behaviour is exceptional and staff are excellent role models. Older children understand their feelings and know their actions can affect others. They are consistently well mannered and kind to each other. Staff support younger children to share and take turns. They develop strong social skills from an early age.
- Staff know that many children who attend prefer to learn outdoors. Children are excited to explore and staff help them to learn as they play. Young children thoroughly enjoy using scissors to snip leaves and make potions. Babies are engrossed in musical activities for extended lengths of time. Older children toast marshmallows around the fire pit and use their literacy skills to write shopping lists in the mud kitchen.
- Children are extremely independent from a young age and staff promote their good health. For example, staff encourage older babies to try blueberries and raspberries. They pour their own drinks from a small jug and show pride in their achievements. Older children enjoy activities which help them to prepare for their first visit to the dentist. Toddlers take an active part in their own self-care and understand the importance of washing their hands after using the toilet.
- Parent partnerships are highly effective. Staff value their feedback and use this to inform plans for children. The nursery has a parent representative to maintain high levels of communication and take part in decision-making. Parents are included in every aspect of their child's development. They borrow books from the nursery lending library to extend children's learning at home.
- Leadership is inspirational. The management team drive continual improvements and staff attend training, which is specific to their key children's needs. For instance, staff in the baby room attended an in-depth training course to ensure they provide a safe sleeping space for tiny babies. New knowledge is shared between the staff team to maintain excellence across the setting. Staff benefit from support for their mental health. The nursery has an appointed member of staff, who champions staff well-being and encourages self-care.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised in the nursery. The management team provide staff with regular training and there are several safeguarding leaders on site. Staff and apprentices are very knowledgeable about wider safeguarding issues, such as child exploitation and signs of potential radicalisation. They have robust procedures to follow if they have concerns about children and understand the importance of monitoring patterns in injuries. The provider and manager follow detailed procedures to recruit new staff safely and reviews staff's ongoing suitability. There are specific risk assessments to meet some children's individual needs and keep them safe. Children demonstrate detailed knowledge about how to stay safe, for example, in the sunny weather, they know to wear hats and use sun cream.

## Setting details

<b>Unique reference number</b>	EY455174
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117675
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Wathcourt Nursery Limited
<b>Registered person unique reference number</b>	RP532085
<b>Telephone number</b>	01653628855
<b>Date of previous inspection</b>	2 May 2013

## Information about this early years setting

Wath Court Nursery registered again in 2012 because of a change to a limited company. It is situated in the Wath area of Hovingham, near York. The nursery opens Monday to Friday, all year round, except for the Christmas period and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 18 members of childcare staff. The majority hold appropriate early years qualifications at level 3 to 6. The owner holds early years professional status and two staff members have qualified teacher status. The manager has a relevant level 5 qualification.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, outdoors during a planned activity.
- The inspector held a discussion with the manager and provider in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for 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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