

Inspection of School House Private Day Nursery Limited / Four Seasons Out Of School Club

Priory Road, Dodford, Bromsgrove, Worcestershire B61 9DF

Inspection date: 18 July 2022

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 are very happy and settled at this inspiring nursery. Their emotional well-being is nurtured extremely well as they form strong and affectionate bonds with staff. Children are confident, highly motivated and have a positive attitude to learning. For example, they delight in exploring cinnamon-scented, homemade play dough and notice shadows made with torches in the elaborate dens they have made. Pre-school children independently and expertly count out how many desert bowls are need for each table at lunch time.

Children enjoy a sequenced, clearly defined and ambitious curriculum which fully supports all areas of learning and staff carefully plan to extend children's current interests. Children are fully engaged in exciting sensory activities, and can retell stories with confidence. For example, babies explore the wide variety of textures offered in the tough tray on the floor. Older children are enthralled as they observe changes to caterpillars, learn about symmetry and retell a favourite story.

Children across every age group enjoy age-appropriate and familiar stories, rhymes and songs. The provision for young babies through to those children who are about to start school offers a clear progression in experiences, skills and knowledge. Highly skilled staff support all children's progress, using their deep understanding of child development and excellent teaching skills. They provide frequent opportunities for children to practise and apply what they have learnt. Children build on their previous learning extremely well.

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

- Children's learning and development needs are supported in a thoughtful, caring and empathetic way by highly skilled staff and an inspirational leadership team.
- Staff have a deep knowledge and understanding of child development and know all the children extremely well. They notice what children are interested in and use this knowledge very effectively to provide exciting, language-rich and tactile experiences that fully engage all children. Staff are skilful at reviewing and adapting activities in the moment, and this helps children remain interested and enthused.
- Children benefit from an exemplary and consistently applied key-person system. Staff form secure relationships with individual children and their families. Children are allocated a key person based on who they form a secure and strong bond with over a period of time. This emphasis on attachments and relationships is thoroughly embedded in practice and helps all children to settle into nursery very well.
- The support staff provide for children's personal, social and emotional development is excellent. For example, plenty of time is taken to support

children and families to ensure transitions to the next area in nursery are well thought out, fluid and sensitively meet children's needs.

- The quality of education is exceptional. The curriculum is consistent and offers challenge across all areas of learning so that children build knowledge and skills over time. For example, favourite stories are used as a basis for a wide range of focused activities for all children, helping to enhance their communication and language skills.
- Children with special educational needs and/or disabilities (SEND) and those with English as an additional language make excellent progress. Staff work closely with other professionals to ensure a prompt, reliable and consistent approach. Staff devise and implement plans that are carefully thought through and reviewed regularly to monitor progress. They comment on what children are doing, model simple sentences and introduce new words as children play. This has helped children who were once using single words to make rapid progress, able to join two or more words together in a sentence.
- Partnership with parents is exceptional. This is seen as a priority in this nursery. Children and their families benefit from the focus placed on forging strong relationships, as well as providing excellent communication and flexible support whenever needed. For example, support for the whole family around the 'Ditching the dummy' initiative and around toothbrushing has been thoughtfully implemented into nursery activities. This consistent support has enabled some children to confidently move on from using a dummy and begin brushing their teeth.
- Leadership and management is extremely strong. Leaders show that they are committed to supporting staff within the nursery and in the wider company. For example, staff benefit from extensive development opportunities as they access a coherent induction process. In addition, they frequently take part in company-organised online training or short, focused training sessions in team meetings. This helps staff develop their roles and deepen their understanding of how they can help children to learn.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders create an environment where safeguarding is integrated into daily practice and children's well-being is of utmost priority. Older children are given responsibility alongside staff to risk assess the outdoor area prior to playing outdoors. This helps to enhance children's awareness of their own and others' safety and how they can promote this effectively. Safeguarding training is updated regularly, and staff understanding is tested through scenario-based discussions at team meetings and individual staff supervisions. All staff demonstrate an excellent knowledge of how to identify if a child may be at risk of harm from abuse or extreme views and beliefs. Staff also have in-depth knowledge of the actions they would take if they have a concern about a child or colleague, and how to liaise with other agencies in a timely manner to keep children safe.

Setting details

Unique reference number	205179
Local authority	Worcestershire
Inspection number	10116246
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	44
Number of children on roll	108
Name of registered person	School House Private Day Nursery Limited
Registered person unique reference number	RP524749
Telephone number	01527 576400
Date of previous inspection	17 December 2014

Information about this early years setting

School House Private Day Nursery Limited / Four Seasons Out Of School Club registered in 1992. It is situated in a converted school house in the village of Dodford, Worcestershire. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. An out-of-school club is also provided, which runs from 7.30am until 8.30am and from 3.15pm until 6pm, during school term time, and 7.30am until 6pm during school holidays.

Information about this inspection

Inspector

Juliette Freeman

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and senior leaders at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity in the pre-school room alongside the manager.
- Children spoke and communicated with the inspector during the inspection.
- The inspector reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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