

# Inspection of Arksey Willows

Arksey Primary School, Ings Way, Doncaster, South Yorkshire DN5 0TE

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Inspection date: 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy to start the day at this warm and welcoming nursery. Children feel safe and secure in the care of familiar staff who know the children well. Staff plan activities around children's interests and to build on what they already know and can do. Staff use these activities to help children to build their vocabulary and mathematical language. For example, they talk about 'big', 'high' and 'tall' towers in the construction area and 'crunchy' and 'crispy' autumn leaves in the heavy-duty plastic tray. Children are given time to think about what it is they want to say. Staff take their time when listening and speaking to children.

Children engage in a range of activities indoors and outside. They are encouraged to climb, jump, balance and dig in the well-equipped outdoor area to promote their physical development. Children are very independent. They attempt to put on their own waterproof suits and coats and help themselves to an umbrella before venturing out into the rain, where they enjoy splashing in puddles. Children benefit from an external football coaching company visiting each week to develop children's physical development. Children talk about how much they enjoy these sessions. Staff provide a well-equipped creative area to give children the opportunity to develop their fine motor skills. Children strengthen their muscles in preparation for writing by mark making and squeezing and modelling play dough.

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

- Staff use what they know about children's interests and achievements to plan for their learning. The curriculum is designed to give children the knowledge they need. However, staff do not plan consistent experiences to develop children's understanding of the world and the diverse community in which they live.
- Staff support children's developing independence well. Children use the toilet and wash their hands without being prompted. They drink from open-top cups and attempt to pour their own drinks.
- Children learn about the importance of healthy lifestyles and good oral hygiene. Staff work with parents to ensure that children receive healthy lunches. They discuss nutritious food choices with children through stories and planned activities. Staff also give all children a toothbrush and timer to encourage good oral health at home.
- Partnerships with parents and other agencies are strong. Staff work closely with health visitors should they have any concerns about a child's development. Parents discuss how they feel well informed about their children's development through handovers, online software and regular meetings with staff. The nursery has a fantastic relationship with the school in which it is based. This ensures that children have a smooth transition on to school.
- The provider has high expectations for children's behaviour and conduct.

Children generally behave well. However, when some younger children find it difficult to share and take turns, staff do not help them to understand how to resolve things for themselves.

- Staff interact positively with children and support their communication and language development. They get down to children's level as they chat to them. Staff use simple language when talking to younger children and extend older children's vocabulary by introducing new words and asking questions. For example, when children look at a book about healthy eating, staff discuss that milk has calcium in it which helps to make their bones strong.
- The manager and staff work well together to develop the setting to best suit the needs of children. Staff feel supported and that their ideas are listened to and acted on. The manager places a high importance on professional development and supports staff to access training courses to promote their learning and understanding.
- The special educational needs coordinator (SENCo) monitors children's needs. She has good links with external agencies to ensure that all children are supported to enable them to reach their full potential.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding. They are fully aware of the types of abuse and the signs to be aware of. Staff are aware of what steps to take should they suspect that a child is at risk from abuse. Staff are aware of the process to follow should an allegation be made against a staff member. Staff regularly attend safeguarding training to strengthen their knowledge.

## **What does the setting need to do to improve?**

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

- help children to develop an understanding of the world and the diverse community in which they live
- support staff to help children to resolve conflicts for themselves.

## Setting details

<b>Unique reference number</b>	EY480882
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10229369
<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 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Moore, Christine
<b>Registered person unique reference number</b>	RP511293
<b>Telephone number</b>	07855047205
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

Arksey Willows registered in 2014. It is independently run but based in Arksey Primary School, Doncaster. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 6 and one at level 2. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Owen

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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