

Inspection of Newby Early Years

C/o Newby And Scalby Primary School, The Green, Scarborough YO12 5JA

Inspection date: 17 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the nursery. They show enthusiasm and high levels of engagement in activities. Staff have high expectations for all children. They provide exceptional levels of challenge and support, which are tailored to meet children's individual learning needs. Children make excellent progress across every area of learning. For example, they use advanced language skills to share their ideas, suggestions and knowledge during group times. Children talk about the importance of hydration and good hygiene. They laugh and show excitement as staff pretend to be untidy in the snack area. Children remind staff of the rules and boundaries in the nursery. Their behaviour is consistently exemplary and they have an excellent understanding of their own safety.

Since the COVID-19 pandemic, leaders and staff have worked exceptionally hard to close gaps in children's communication, personal, social and emotional skills. This has had a significant impact for children, and these are now areas of strength in their development. Staff work in close partnership with the school. They regularly reflect on the skills children need for the next stages in their learning. Children are extremely well prepared for starting school. They have high levels of independence and confidence. Parents leave highly complimentary feedback for the nursery. They say how staff 'go above and beyond, love their jobs and love the children'. Others say their children have 'a fantastic start and have bloomed here'.

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

- Staff's teaching is inspirational. Children benefit from a clear, ambitious curriculum and develop strong foundations for the future. They demonstrate high levels of focus and concentration, beyond the typical expectations for their age. Leaders quickly identify children who have potential delay in their learning. Staff use highly effective targeted interventions to help close gaps swiftly.
- Children use extensive vocabulary and are eager to share their knowledge during discussions. Staff consistently use open questions and extend their conversations. For example, children talk about how they need to have 'good hygiene'. Staff carefully question their understanding and ask 'how' and 'why'. Children use words such as 'hydration' and know how to keep teeth healthy.
- Staff provide an effective balance of adult-led and child-led experiences. For example, staff plan focused group time each day with their key children. Some children develop their mathematical skills and use the dice to play games. Staff challenge them to recognise how many spots are on the pattern on the dice face. Other children learn about Chinese greetings as part of their celebration of the Chinese New Year.
- Outdoors, children choose to explore the ice and talk to staff about the extra safety precautions they should take. They confidently discuss safety rules in the

woodland area. Children show interest in the fairy garden and are keen to write messages and questions for the fairies to answer. Staff extend and challenge their early writing skills as they encourage them to use the sound mat to help them write independently.

- Staff promote children's love of stories and use every opportunity to develop their literacy skills. Children show excitement when it is time for a story and sit quietly on the carpet area. They understand that some books are stories and others are factual information books. Staff encourage children to recall and retell stories. They use the hidden messages to teach children about friendship, differences and kindness.
- Parents are consistently involved in their children's learning. Staff provide books from the lending library and send activities home for children to complete. For example, children made firework pictures with their families and talked about their creations at circle time with staff. This helps to promote continuity of learning and has had a positive impact on children's progress and parents' engagement.
- Children have exceptional opportunities to learn about their community and the world around them. Staff take them on the bus around the local area to visit the beach. They regularly visit the elderly in a nearby facility and thoroughly enjoy being creative, making bird boxes. This has had a significant impact on children's social skills and improved well-being for the residents.
- Staff are excellent role models for children. They are kind, caring and dedicated in their work with children. Children have close relationships with all staff and benefit from their nurturing, caring approach. They demonstrate they feel safe and secure in the nursery. This has a positive impact on children's emotional well-being.
- Leaders and managers work closely with staff to maintain excellence. They help staff to continually reflect and evaluate their practice with children at the heart of their decisions. For example, extra funding is carefully monitored to ensure it has the best impact for children. Staff meet weekly to discuss any improvements they can make and leaders encourage them to celebrate their achievements.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised in the nursery. Staff place emphasis on teaching children about risk, how to stay safe and what to do if they need help. The leadership team work together to provide staff with regular training to maintain an up to date knowledge of child protection. Staff are aware of the signs and symptoms of potential abuse, including those of county lines and neglect. They know how to record and report concerns about children and their families. Leaders and managers follow safe recruitment procedures. They complete regular checks on staff's suitability and well-being. Staff are aware of specific risk assessments in the setting. For instance, they follow new procedures to keep children with allergies safe at mealtimes in the school hall.

Setting details

Unique reference number	EY536297
Local authority	North Yorkshire
Inspection number	10267418
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	3 to 4
Total number of places	30
Number of children on roll	53
Name of registered person	Newby Fun Factory Limited
Registered person unique reference number	RP536296
Telephone number	01723500511
Date of previous inspection	25 September 2018

Information about this early years setting

Newby Early Years registered in 2016. It is run by a charity and a private company limited by guarantee. It operates within the grounds of Newby and Scalby Primary School. The nursery operates from 9am until 3pm, term time only. Wraparound care is provided from 7.45am until 6pm during term time and school holidays. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including two members of staff who hold qualified teacher status. The nursery provides funded early education for three- and four-year-old children.

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 teaching 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, indoors during planned activity.
- The inspector held a discussion with the manager 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. She discussed children's learning and development with the staff team and nursery manager.
- 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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