

Inspection of Borrowby Nursery School

The Cabin, Knayton C of E Primary School, Stockton Road, Knayton, Thirsk, North Yorkshire YO7 4AN

Inspection date: 18 July 2023

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

What is it like to attend this early years setting?

The provision is inadequate

Safeguarding procedures are not rigorous enough to ensure the safety of children. The provider does not ensure that suitability checks for all staff are conducted. For example, some newly employed staff have started without references being sought to check their suitability to work with children. Furthermore, the provider does not monitor staff's ongoing suitability.

Nevertheless, children are happy and feel safe at the pre-school. This is evident when they arrive with a smile on their faces and confidently separate from their parents and/or carers. Children build close bonds with staff, who are warm and friendly. Staff have high expectations and are good role models. They model positive behaviours and talk to children in a calm, caring manner.

Staff are fully aware of the impact of the COVID-19 pandemic on children's development, especially their social skills. They tailor the curriculum to help all children make good progress in their learning. For example, a group of children creatively engage in the mud kitchen. They work collaboratively to fill their mixing bowls and mix the water with the soil until the mud is the right consistency. They enjoy putting their hands in it to explore the texture, laughing as their hands are covered in mud.

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

- The provider has failed to ensure that safer recruitment procedures are implemented effectively. She does not use robust vetting processes to check the suitability of new staff. Furthermore, although staff have Disclosure and Barring Service checks in place, she does not inform staff of the requirement to disclose any information that may affect their ongoing suitability. This has an impact on children's safety and well-being.
- Supervision, coaching and mentoring of staff are not fully effective in raising the overall quality of the setting. Staff complete some online training to support their professional development. They have informal supervision sessions with the manager. However, systems in place do not ensure that staff have access to and a good understanding of the policies and procedures, including the whistle-blowing policy.
- Managers and staff are clear about the curriculum intent for all children. Overall, the curriculum is age-appropriate and engages children in play and learning. Staff plan whole-group activities. However, sometimes, not all children benefit from these whole-group opportunities. This is because some of the younger children struggle to maintain their focus for the length of the session and become distracted.
- Overall, staff teach children about the differences between themselves and

others. Staff challenge gender stereotypes. Girls and boys are encouraged to play with all of the resources on offer, regardless of their gender. For example, boys enjoy feeding the 'babies' and dressing up in the role-play area. However, staff do not consistently include important words in children's home languages into their practice. This does not help all children to fully develop their communication skills.

- Staff support children to take risks and challenge themselves physically. For example, some children ride bikes with increasing confidence. However, staff do not consistently help children to develop a deeper understanding about safe practices, such as when they are riding their bicycles.
- Staff help children to develop an awareness of healthy lifestyles. For example, at lunchtime, the cook discusses with the children what she has cooked for them. She tells children about which foods are healthy, such as vegetables. Staff encourage children to pour their own milk or water. They promote positive hygiene routines as children are reminded to wash their hands and blow their noses when needed.
- Children learn to recognise and understand different emotions. For example, they recall events and discuss their emotions relating to losing a beloved pet. Children feel valued and confident and take pride in recalling stories and sharing their thoughts.
- Parents are complimentary about the care their children receive. They praise staff for the way they prepare children for starting school. They feel that their children are progressing very well and highlight the flexibility and communication of staff as particular strengths.
- The manager and staff genuinely care about the children in their care. The manager acts with integrity to ensure that children and families in the local community access their early education funding entitlement and goes above and beyond in her flexibility towards families.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding processes do not ensure the safety and welfare of children. Recruitment and vetting processes are not rigorous enough to ensure that staff working with children are suitable for their roles. However, staff have a good understanding of the indicators of abuse and neglect. They know to report any concerns they may have about children to the named designated safeguarding lead. The premises are safe and secure. Children learn what to do if there is a fire.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement effective recruitment and vetting processes to ensure that adults working with children are suitable for their role	31/08/2023
ensure that all staff are informed of the requirement to disclose any information that may affect their suitability to work with children	31/08/2023
further develop and monitor staff supervision, ensuring that policies and procedures are shared with staff, including the whistle-blowing policy.	31/08/2023

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

- review and improve the organisation of planned group times to ensure that these times are focused more precisely on the age and stage of children taking part
- gather more information from parents about children's language at home and provide further experiences for children to hear and use this in the setting to further support their communication skills
- help children to develop a deeper understanding of factors that keep them safe as they play.

Setting details

Unique reference number	EY272499
Local authority	(select)
Inspection number	10295224
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	2 to 10
Total number of places	24
Number of children on roll	53
Name of registered person	Chapman, Linda
Registered person unique reference number	RP907397
Telephone number	01845537527
Date of previous inspection	4 December 2017

Information about this early years setting

Borrowby Nursery School registered in 2003 and is situated in the village of Knayton, Thirsk. The setting employs eight members of staff. Of these, all hold appropriate early years qualifications at level 6 and above, including two with early years professional status and three with qualified teacher status. The setting opens term time only, Monday to Thursday, 7.30am to 6pm, and Friday, 7.30am to 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

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 setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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