

# Inspection of School House Day Care

School House, The Green, Guilsborough, Northampton NN6 8PT

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Inspection date: 14 December 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

When children start at the nursery, the staff work with parents to find out about their child's normal routines, interests and development. This helps staff to plan effectively to support children's emotional well-being and to meet children's individual needs. Children arrive at the nursery eager to see their friends, ready to play and learn. Staff help children to manage their emotions and feelings well. They gently remind children of their expectations for behaviour, encouraging them to be kind to their friends and think about the impact that their behaviour has on others. Toddlers and pre-school children are learning to handle toys and resources with care, use manners and take turns.

Staff use regular walks in the community to support children to learn about the village that they live in and the wider world around them. Pre-school children observe that the bins are out on the pavements. They comment that this means that the 'bin men' are on their way to take away the rubbish. Staff sensitively support children to understand that both men and women can work on a bin lorry. Children correctly identify numbers written on the bins and on people's doors. They can match which house each bin belongs to. Staff talk to children about the Christmas decorations outside people's houses. Children show awareness that the door wreaths are round like circles.

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

- Staff say that they enjoy working at the nursery. They have regular supervision and receive feedback on their practice. Robust recruitment procedures are in place to ensure that all staff employed to work with children are suitable to do so. New staff receive a comprehensive induction to ensure that they understand their role and responsibilities.
- Parents comment positively about the nursery, particularly on the friendliness of staff and the welcome that their children receive. They explain how they are kept up to date about their children's day and what they are learning through a range of strategies, including regular newsletters, social media pages and the use of an online diary app. Parents are aware of what their child's next step in development targets are, and they are encouraged to support their child to work towards achieving these at home.
- The manager and staff regularly reflect on the service they offer. They identify where improvements can be made and changes to practice and provision are needed. Recent changes to the room layout mean that babies and toddlers have a calm environment away from older children where they can play and rest.
- Children show a keen interest in books and stories. Babies and toddlers cuddle with staff as they share books. They turn the pages and point to pictures as the staff read. Pre-school children listen intently to well-loved stories. They recall the

events and predict what happens next. However, not all staff maximise opportunities that arise during their interactions with children to extend children's communication skills further. When children are not quick to respond to questions asked of them, some staff provide the answers without giving the children time to think and respond.

- Children show high levels of interest as they explore and play with ice. Staff get down to their level and encourage them to describe how the ice feels and to observe the changes as it melts and turns into water. Staff support children to solve problems as they work out which tools they can use to break the ice. However, occasionally, during group activities, staff overlook the needs of the quieter children. They fail to identify when these children may need help to form friendships and support to join in with the activity.
- Staff provide children with freshly cooked healthy meals. Good attention is paid to meeting children's individual dietary requirements. Children develop good hygiene routines and know to wash their hands before eating. At mealtimes, staff encourage children to be independent. Pre-school children take it in turns to pour their own drinks and help themselves to food. Staff remind children to use good manners and say 'please' and 'thank you'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff implement risk assessments to ensure that the nursery premises are safe, secure and suitable. Fire drills are practised regularly so that staff and children know what to do in the event of an emergency. Trips out in the community are used to promote children's understanding of safety. Children are encouraged to learn to stop, listen and look both ways before crossing roads. Staff know the potential signs and symptoms of abuse. They demonstrate a secure knowledge of the procedures to follow should they have concerns about a child's well-being. Staff know the action to take should they be concerned about the conduct of a colleague.

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

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

- engage children more effectively in conversations and extend their communication and language skills further
- engage with quieter children when implementing group activities so that these children can participate and build confidence.

## Setting details

<b>Unique reference number</b>	2648657
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10324361
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	27
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	School House Day Care CIO
<b>Registered person unique reference number</b>	2648661
<b>Telephone number</b>	07708424986
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

School House Day Care registered in 2021. It is located in Guilsborough, Northamptonshire. The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and four hold level 3 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Teresa Lester

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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