

Inspection of Fir Trees Nursery School

Unit 5 Fir Trees Estate, 270 Hull Bridge Road, BEVERLEY, East Yorkshire HU17 9RT

Inspection date: 27 November 2024

Overall effectiveness	Outstanding
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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

Staff get to know children and their families very well and form close bonds with them from the start. Children demonstrate that they are extremely happy, settled and secure. Staff create a warm and calm atmosphere for children to learn, and they go above and beyond to ensure that all children have the best start in life. The manager and staff plan a highly ambitious curriculum for all children that is deeply embedded. Children follow instructions, and staff empower children to be independent from their earliest days. Babies, for instance, show excitement when they are invited to play outside. They point to their coats on their individual pegs. They confidently feed themselves at mealtimes and seek out support from their key person when they are tired or need some reassurance.

The manager and staff team plan an inspiring environment, both indoors and outdoors. Children choose whether they want to play inside or outside. This allows them to be free, independent and follow their curiosities. Children arrive extremely happy, and staff welcome them with smiles and warm greetings. Children leave their parents with ease and make their way to their chosen activity, which they immediately become engrossed in. Children are secure and ready to start their day. Staff encourage children to make simple choices, such as voting for which book they would like staff to read. This helps children to learn about fairness. There is a very positive culture of care, kindness and respect throughout the setting. Children demonstrate consistently positive attitudes to each other and their learning. Children's behaviour is excellent.

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

- The manager and staff have embedded a robust key-person system. Staff know the children extremely well and monitor children's progress thoroughly. They complete regular assessments to celebrate children's progress and promptly identify gaps in learning, allowing early intervention if needed.
- The setting's curriculum is very thoughtfully considered and designed with specific cohorts of children, and their needs and interests, in mind. It is clearly sequenced to support the patterns of children's development. Staff are very clear about what they want children to achieve and how best to prepare them for school or the next stage of their learning.
- Staff consistently immerse children into a language-rich environment. The youngest children excitedly join in with the 'What is in the box?' activity. They sing songs and use visual prompts to join in with the actions. Older children demonstrate that they are familiar with stories staff read to them and excitedly join in with singing and rhyme time with passionate staff. Staff skilfully ask questions that encourage children to use language and give detailed replies. Children hear lots of descriptive language as staff chat to them about their play.

- Leaders and staff provide children with a varied and challenging outdoor curriculum. Children benefit from many opportunities to engage in energetic play outside. They learn about growing fruit and vegetables. Staff use these opportunities to talk to children about healthy eating and the importance of oral health.
- The manager and staff go above and beyond to support all children, including those who speak English as an additional language. Children with special educational needs and/or disabilities (SEND) benefit from highly individualised support. Staff use additional funding very effectively. For instance, children reap the benefits of a local singer and storyteller who leads a very engaging and physical play activity. All children learn to follow instructions and play collaboratively together.
- Staff build very strong relationships with parents who speak very highly of the setting. They ask parents about their ambitions for their children and what is important to them in terms of their children's achievements. Parents report on the exceptional communication by staff and leaders and the outstanding and highly reassuring support they offer.
- The setting provides excellent support to staff for both their professional development and well-being. Staff benefit from very strong opportunities to develop their skills and knowledge through regular training and staff meetings. Staff are professional and committed to providing high-quality care and learning. As a team, they constantly evaluate the experience for children, who are at the heart of everything they do.
- Children engage with their local community and learn about life outside the setting. For example, they take part in environmental walks where they listen for birds, tractors and collect natural objects. They visit the local school and watch Christmas concerts. Staff teach children about different religions and festivals.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY456168
Local authority	East Riding of Yorkshire
Inspection number	10364307
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	40
Number of children on roll	76
Name of registered person	Fir Trees Nursery School Limited
Registered person unique reference number	RP532158
Telephone number	01482888180
Date of previous inspection	29 January 2019

Information about this early years setting

Fir Trees Nursery School registered in 2013. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with early years qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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.
- The special educational needs coordinator and deputy manager spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with the manager.

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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