

The Old School House Nursery



The Old School House, King Street, Sancton, York, East Riding, YO43 4QP

Inspection date	15 July 2016
Previous inspection date	1 June 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The provider is an inspirational leader. Her depth of knowledge about how children develop and learn is evident across the nursery provision. She drives and nurtures a culture of success that is shared by all staff.
- Parents spoken to on the day of the inspection were unanimous in their praise of the high standards across the nursery. They applauded the extremely professional and welcoming approach by all staff. This was further reinforced by written testimonials.
- Children's progress over time is carefully monitored by staff. The provider also monitors the progress of different groups of children, for example, boys and girls. She ensures that all children continue to have the best opportunities to close any gaps in their learning.
- Children make strong attachments with staff, especially their designated key person. Staff are fully committed to providing every child with an enjoyable and worthwhile experience in the nursery. Children demonstrate a strong sense of belonging. Their photographs and artwork are highly valued and displayed in abundance.
- There are excellent processes for children as they move between rooms and to new settings in order to help them settle quickly.
- The outdoor environment provides a wealth of opportunities for children to learn about making their own risk assessments. For example, during Forest School sessions, children learn about the importance of keeping a safe distance from the fire pit, when lit.
- The provider has embedded a range of excellent strategies to ensure that parents' and children's views are part of the continuous drive to improve.

What the setting needs to do to improve further

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

- develop further ways to evaluate the impact of professional development undertaken by staff that ensures excellent standards of care and learning continue to provide outstanding outcomes for children.

Inspection activities

- The inspector observed the quality of teaching across the nursery and assessed the impact this has on children's learning and development.
- The inspector completed a joint observation with the provider.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents and looked at written testimonials from parents during the inspection in order to gain their views.
- The inspector looked at relevant documentation, including policies, children's records and evidence of suitability of staff.

Inspector

Rose Tanser

Inspection findings

Effectiveness of the leadership and management is outstanding

The staff team is well qualified and passionate about providing the best experiences for children and their parents. The provider has devised a very successful system which involves staff working in teams to identify a new improvement that they wish to implement. Staff are given the time and resources that they need in order to make this happen. It has resulted in enhancing the learning environments and providing superb learning opportunities for children. Staff thoroughly enjoy the challenge and responsibility of making these improvements. Arrangements for safeguarding are effective. There are highly robust recruitment and supervision arrangements. Staff know exactly what they are required to do if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is outstanding

Staff interactions with children are very effective and maximise learning. Children's different ways of communicating are skilfully supported so they become very confident in expressing their needs and ideas. The resources, both inside and outside, provide very enjoyable challenges for children as they initiate their own play and learning. Staff are constantly assessing what children have achieved. They use this information superbly to plan very focused next steps for each child. Older children have daily sessions where they talk and reflect on their learning. There are extremely successful partnerships with parents from the start which strongly support children's learning, both at home and in the nursery. Staff work very closely with other professionals to ensure children who will benefit from additional help receive the support they need.

Personal development, behaviour and welfare are outstanding

Children are happy and extremely well behaved. Relationships across the nursery are very harmonious. Children know the high expectations of the staff and treat each other, and resources, with care and respect. The indoor and outdoor environments are exciting and children explore them with great interest. Staff encourage children to work together on projects, for example, as children look for insects in the nursery garden. Children delight in their shared discoveries and frequently report back to staff and each other. Children's thoughts and ideas feed the planned activities, which supports their self-esteem and confidence. Older children take responsibility for tasks, such as laying tables and serving meals, which they carry out very sensibly. The nursery employs a qualified chef who provides a very good range of nutritious and delicious meals. Children enjoy fresh air and physical exercise all year round.

Outcomes for children are outstanding

All children demonstrate high levels of well-being and involvement in their learning. Even the youngest children are confident and independent as they play and explore their environments. Children who have special educational needs or disability have exceptional outcomes. The progress that they make over time rapidly closes any gaps in their learning. All children make excellent progress from their starting points. They acquire the key skills and attitudes that ensure their readiness for school.

Setting details

Unique reference number	314743
Local authority	East Riding of Yorkshire
Inspection number	847671
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	92
Name of registered person	Sally Louise Minns
Registered person unique reference number	RP906324
Date of previous inspection	1 June 2010
Telephone number	01430 828 154

The Old School House Nursery was registered in 2000. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications, including the provider, who has early years professional status. The nursery opens from Monday to Friday all year round, except bank holidays and some days over the Christmas period. Sessions are from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

