

# The Wooden Horse

East Whitby Cp School, Stainsacre Lane, WHITBY, North Yorkshire, YO22 4HU



<b>Inspection date</b>	10 February 2017
Previous inspection date	4 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently strong. Staff follow children's lead as they play and adapt and extend activities to challenge them appropriately. At times, some staff demonstrate outstanding teaching skills and they support children's ongoing learning and development extremely well.
- Staff observe children at play and assess their development effectively. This helps them to identify children's current abilities and interests. They then tailor their teaching so that children can develop and practise new skills and to build on what they already know and can do. This contributes to the good progress children make.
- Managers are remarkably committed to evaluating and developing all areas of the provision. They work with parents, staff and children to identify ways to strengthen practice and improve outcomes for children. This contributes to their great capacity to continue building upon the already strong standards of care and learning.
- Staff have formed effective partnerships with schools and other pre-school settings. They share information about children's achievements and progress. This helps to provide a consistent approach to children's care, learning and development and helps to prepare them well for when they move on to the next stage in their learning.
- Children form trusting bonds with attentive staff who offer them plenty of praise and encouragement. This helps to promote children's emotional well-being and contributes to the confidence and self-esteem they demonstrate.

### It is not yet outstanding because:

- Although children become engaged and actively involved in discussions during group activities, staff do not always encourage them to listen to one another and wait for their turn to speak. This sometimes interrupts the good teaching and learning that takes place.

## What the setting needs to do to improve further

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

- teach children more consistently to listen to one another and support their listening and attention skills even more effectively.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed joint evaluations of activities with the nursery manager.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have recently strengthened the arrangements to support and supervise the well-qualified staff. They are encouraged to continue with professional development, for example, by observing each other's practice and sharing knowledge and ideas. This helps to build on the quality of teaching across the team. Safeguarding is effective. Staff know what to do if they have a concern about a child's welfare. Partnerships with other agencies and professionals are good. They help to provide a consistent approach to children's learning and help staff to meet the individual care needs of children well. Managers have developed efficient systems to check the progress made by individuals and groups of children. They share this information with staff who provide good educational programmes that support children's continued development across all areas of learning.

### Quality of teaching, learning and assessment is good

Staff have an excellent focus on supporting children's communication and language development. They use a range of skilful interactions that encourage children to think and describe their ideas. Older children are confident speakers. They discuss, ask questions and predict as they share stories with staff. Staff take opportunities to teach children new skills throughout the whole day, including routines. For example, during snack children develop mathematical skills as they count and share pieces of fruit. Babies benefit from a range of sensory activities that encourage them to investigate and explore. Staff teach children about the world around them. For example, they discuss the habitats of animals and find where they live on a map. Parents are very much involved in their child's learning. They welcome ideas from staff and borrow resources to use at home.

### Personal development, behaviour and welfare are good

Arrangements for welcoming new children and for supporting them when they move to a new room or setting are very effective. Children feel secure and settle quickly. Staff are very polite and respectful to children and to each other. They have a positive approach to managing children's behaviour and reward them for being kind and helpful. Children respond with enthusiasm and behave well. Children benefit from plenty of fresh air, exercise and nutritious meals and snacks. This helps to promote their health and well-being. Staff support children to meet their own self-care needs. This promotes their independence and helps to prepare them for school. Children value the differences between themselves and others. For example, they learn about other cultures as they look at postcards sent from the families of children who were born in another country.

### Outcomes for children are good

Children are very motivated and become engaged in activities. This demonstrates a positive attitude to learning that helps to prepare them for school. All children, including those who have special educational needs and/or disabilities, achieve well and make good progress. Pre-school children develop key skills in literacy and mathematics that help to prepare them for later learning. For example, they learn to write letters and numbers as they take patients' details in the hospital role play area. Early years pupil premium funding is spent appropriately to meet the specific needs of eligible children.

## Setting details

<b>Unique reference number</b>	EY446963
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1065920
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	The Wooden Horse Partnership
<b>Registered person unique reference number</b>	RP531627
<b>Date of previous inspection</b>	4 September 2013
<b>Telephone number</b>	01947604222

The Wooden Horse nursery was registered in 2012. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

