

Inspection of The School House Nursery

School Bungalow, Pannal Green, Pannal, Harrogate, North Yorkshire HG3 1LH

Inspection date: 30 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at this welcoming nursery. They immediately show they feel safe and secure and settle quickly. For example, children are confident to talk to visitors and show them their special books with photographs of their families. Staff know children extremely well and develop strong bonds with them. They are readily available to offer children friendly support and warm cuddles throughout the day. This contributes to children's confidence and security.

All children show positive attitudes and are well prepared for their next stage in learning. Staff follow children's interests and have a clear understanding of what they intend children to learn. Children have access to a variety of learning experiences, which inspire their creative play. For example, children use junk-modelling boxes, scissors and glue to create their own 'dinosaurs' and 'unicorn houses'. This helps all children to make good progress in their learning.

Children know what is expected of them and follow the boundaries and routines of the setting well. They enjoy playing alongside each other and understand the importance of sharing and taking turns. Staff act as positive role models and encourage children to be kind. They speak to children in a calming manner, and carefully consider and respect children's views and opinions.

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

- The management team provides a well-thought-out and welcoming environment. For example, children enjoy growing herbs and flowers and learn about the natural world around them. They fill bird feeders and wait patiently to see the birds and squirrels. Children delight as they see 'Peanut' the squirrel outside collecting food from the feeder. Staff initiate discussions with children about why they need to be quiet and still when they see him.
- Staff support children to learn about the importance of being healthy, including their oral health. Children enjoy freshly prepared hot-cooked meals and healthy snacks each day. Staff provide a range of opportunities for children to be physically active. Children go outside often during the day and enjoy exploring and playing games with their friends. For example, during water play, children pretend to make tea. Staff provide them with flavoured tea bags to explore. Children demonstrate their physical skills as they pour, mix and stir the water and watch it turn red.
- Children are encouraged to be independent from a young age. Staff encourage children to put on their own coats and manage their own coat zips. Children wash their hands independently and pour their own water and milk at lunchtime. Children are supported to make choices as they learn during their play. For example, they independently select from the well-resourced environment.

- Overall, staff understand how to support children's language development. They engage in high-quality conversations with children, introducing new words to increase their vocabulary. In addition, staff give children time to gather their thoughts and answer the questions asked of them. However, staff who care for younger children sometimes forget to model language to them as they play.
- Children with special educational needs and/or disabilities are supported well by staff. Staff identify gaps in children's development at an early stage and act promptly to address them. The manager refers to outside agencies and other professionals for support and advice. For example, changes to the nursery, such as height adaptations, have been made following the advice of occupational therapists. This helps to ensure that all children have the same opportunity to achieve the best start to their education.
- Parents speak highly of the nursery. They say that their children love attending and arrive happy and smiling. Staff share information with parents about their children's learning experiences through daily conversations. In addition, they share photographs of children's activities using an online application. Parents are encouraged to contribute to their children's learning and support their learning at home. Staff provide parents with activity ideas.
- The management team is reflective of practice. Staff attend regular training to improve their knowledge and skills. They say that they are happy with the support they receive from managers. However, the manager has not yet shared her own skills and knowledge sufficiently, such as through peer-to-peer observations and supervision sessions.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure knowledge of safeguarding and child protection issues. Managers keep up to date with local and national safeguarding priorities. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff have attended safeguarding training and understand the possible indicators of abuse. Staff know who to contact if they have concerns about a child's safety and welfare. The environment is safe and secure and risk assessments are effective in minimising risks to children at the nursery. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- build on staff's understanding of how to model language to further support children's communication and language skills
- consider ways to develop observations and supervisions to support all staff to deliver the highest quality teaching.

Setting details

Unique reference number	EY488379
Local authority	North Yorkshire
Inspection number	10280568
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	15
Number of children on roll	30
Name of registered person	Kids at Heart Limited
Registered person unique reference number	RP902422
Telephone number	01423 873619
Date of previous inspection	29 August 2017

Information about this early years setting

The School House Nursery registered in 2015 and is located in Pannel, Harrogate. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four hold appropriate early years qualifications at level 3. The nursery opens 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

Jennifer Cowton

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk. The manager talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- 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.

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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