

# School House Nursery

Meins Road, BLACKBURN, BB2 6QQ



<b>Inspection date</b>	1 November 2016
Previous inspection date	22 October 2012

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are given opportunities to explore the wide selection of high-quality resources. Babies can explore everyday objects in baskets that are continually accessible. This contributes towards children being motivated and keen to investigate their surroundings.
- Children are now involved fully in planning their own activities. They are given many opportunities to develop their own thoughts and ideas. Children can indicate their interests and choices on the floor book. This helps to focus activities overall on children's individual interests.
- The manager analyses the comprehensive assessments of children's progress effectively. She uses the data to identify any gaps in children's learning. This helps her to identify training programmes to extend staff's practice and professional development.
- Children are supported very well, including those who require additional help. Staff liaise very effectively with parents and other professionals. This helps children to benefit greatly from an inclusive educational programme.
- Children's behaviour is exceptional and routines and boundaries are embedded. They take turns, share and respect each other's feelings. Children have extremely close relationships with their key person and other staff.

### It is not yet outstanding because:

- Although, the manager evaluates and reflects on the practice, her evaluation of the provision lacks the exceptional detail that fully identifies improvements and their impact on children's learning.
- Activities are, very occasionally, not adapted well enough to engage all children.

## What the setting needs to do to improve further

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

- enhance the already good evaluation processes that identify improvements and their impact on children's learning
- enhance teaching skills that help all children engage in activities even further.

### Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Michaela Francioli

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are embedded and understood by all staff. They are very knowledgeable about how to keep children safe and know who to report any concerns they may have to. The management team has safe recruitment processes in place to help ensure the suitability of staff. The very experienced manager and staff are highly qualified. This helps ensure the quality of provision for children is maintained. The manager has implemented effective supervision support for her staff. She identifies staff training programmes in direct response to children's developmental needs. For example, staff have completed specific training aimed at raising children's communication and language skills. The manager and staff are fully committed overall to identifying improvements and providing a high-quality provision and are ambitious and driven.

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

Staff have high expectations of children and their assessments are accurate and recorded well. Staff ask challenging questions and extend vocabulary effectively, helping boost children's confidence in talking to others. Children confidently use descriptive words in context, such as massive, when describing the size of leaves. Staff in the Tweenies room introduce simple mathematical concepts and colours, such as the purple circle, during a sticking activity. Parents are involved in their children's learning and development effectively. Staff share children's progress regularly and suggest ways for parents to continue their children's learning at home. For example, children take home books and are asked to discuss their favourite characters with their parents. The outdoor area is inviting and children are motivated and eager to explore the natural surroundings. They happily grab piles of leaves to make a pretend bonfire and think about how to overcome problems for themselves. For example, how they could carry more leaves if they used a container to carry them in.

### Personal development, behaviour and welfare are outstanding

There is a highly developed and embedded key-person system in place, ensuring children feel safe with a familiar and constant person. Staff create an atmosphere of mutual respect and trust and set expectations consistently. Children respond positively and have an excellent understanding of how to behave. Children happily and competently serve themselves at lunch. They pour their own drinks and put on their own coats which help develop their independence. This helps children be very well prepared for their transition to school. Staff constantly offer encouragement and praise, boosting children's self-esteem and confidence exceptionally well. Children develop an excellent understanding of following a healthy lifestyle and know foods that are good for their bodies.

### Outcomes for children are good

Children are settled and happy. They have good social skills and are confident. Children, including those who have special educational needs or disabilities, progress well. Children gain an understanding of the world and celebrate festivals from differing cultures.

## Setting details

<b>Unique reference number</b>	EY265818
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	1059654
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Netstar 9 Ltd
<b>Registered person unique reference number</b>	RP521535
<b>Date of previous inspection</b>	22 October 2012
<b>Telephone number</b>	01254 689808

School House Nursery was registered in 2003. 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 teacher status and two with level 6 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and also cares for children who have special educational needs or disabilities.

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