

# Emmy Jayne's Nursery School

Valley Road, NORTHALLERTON, North Yorkshire, DL6 1HY

<b>Inspection date</b>	14/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through precise and accurate assessment and planning for individual children.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment.
- An inspiring key person system supports a mutual sharing of information with parents, which is expertly used to benefit all aspects of children's development. Parent's views are extremely well incorporated so that the individual needs of all children are met.
- Management have an exceptional overview through monitoring systems, which show them how each child progresses against each area of learning and development. This ensures a broad range of experiences to help children make rapid progress.
- The management team and staff continually monitor the provision. As a result, they carefully identify clear plans for sustained improvement over time to support children's high level of achievements.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playrooms, and the outdoor learning environment and spoke to children and staff.  
The inspector looked at children's learning journeys, planning documentation, the provider's self-evaluation form, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Emmy Jayne's Nursery School was registered in 2013 on the Early Years Register. It is situated in a converted building close to Northallerton town centre and is run by a limited company. The nursery school serves the local area and is accessible to all children. It operates from two floors and has three enclosed areas available for outdoor play.

The nursery employs 27 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three staff with Early Years Professional Status.

The nursery school opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. The nursery school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- continue to develop the use of natural resources for children to investigate and explore in their play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Every child in this vibrant nursery receives targeted support, guidance and excellent learning opportunities to promote their early education and development. The management team and the enthusiastic and dedicated staff work exceptionally hard to deliver highly effective practice that ensures every child makes rapid progress, given their varied and diverse starting points. Monthly and daily planning is based on each child's current interests and areas for development. Excellent methods are used to observe and assess children's development, which are consistent across the whole nursery. Staff record children's activities using a tablet and take photographs that they are able to quickly link to the area of learning and development. Observations are recorded on a dictaphone. Once a month, they receive time to update their key children's learning journey record. This results in a very attractive learning journal for each child that clearly shows what they are able to do and the progress that they are making. Staff then use this information to very effectively plan appropriate activities that challenge and interest children in their future development. Children with identified special educational needs or disabilities are

supported very effectively through staff meeting regularly with parents and outside professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development that will help them make as much progress as they can.

Children are wonderfully confident in communicating their needs and preferences. They develop superb communication skills as staff continually engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to the sounds they make and their early attempts to make themselves understood by pointing. Group times are skilfully used to encourage older children to learn about the world around them through using props that support stories. For example, children are currently learning all about autumn. Staff read a story to them and use some cuddly owls to represent the characters in the story. New words are introduced to help children's language development as staff tell the children that the story is about nocturnal animals. Children's thinking skills are encouraged as staff ask them to recall what animals come out at night and children quickly demonstrate their previous knowledge by saying that foxes, owls and badgers come out at night. Number is incorporated into the story as children count how many owls there are. They successfully count up to three, saying one number after another. Children's early writing skills are encouraged through exciting activities that they all like to join in with, which stimulate their brains to give instructions to their bodies. For example, pre-school children take part in the 'play dough disco'. This involves them following staffs lead and listening carefully to their instructions as they listen to the music. They do actions to familiar rhymes, such as 'Tommy thumb' as they press their thumb into the play dough. They then go through each finger to the music. This progresses to children getting to their feet and doing movements to the music as they reach tall, roll their play dough and squeeze it.

Practical activities help children to explore the different sounds that instruments make. They take turns ringing a set of bells, so they can hear the different sounds they make. In the toddler room children take a cuddly squirrel home and away on their holidays. This involves parents recording their trips through writing in a diary and adding photographs. On their return to nursery children are able to sit and look at the pictures from round the world and talk about their experiences together. Children explore a wide range of media, using their sense of touch and smell. For example, children explore a large tray of flour and dried fruit. They mix the flour and raisins with their spoon and fill up cake cases. They then decide they need to add water to it and staff encourage children to think about how the mixture will change if they add it. Young children explore a basket of dried oranges, lemons and apples. They feel and smell them offering them to each other to see what they think. Staff are skilled knowing when to interact with children to extend their play and learning and when to allow them to play without their direct involvement. Therefore, children are highly engaged in their play, challenged and become independent learners. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Partnerships with parents are excellent. Parents are fully involved with their children's learning from the moment their child starts at the nursery. They have access to their child's learning journey at any time and it is sent home twice a year for them to look at it

in more detail. They contribute their own observations from home in written format, send in photographs and note down 'wow' moments which all get added to their learning journey. This all helps staff to find out about children's interests at home and means they can fully support the child's development at nursery. Parent's evenings are held annually so that staff can talk to parents in detail about their children's progress. Parents are also invited into the setting prior to their children leaving to start school, where staff give them advice about how to prepare their children for this important transition. Regular newsletters keep parents informed about what is happening in the nursery and includes a range of information, which includes an area of learning or development and how parents can support this learning outside nursery.

### **The contribution of the early years provision to the well-being of children**

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families through carefully arranged settling-in visits. This enables them to meet children's individual needs exceptionally well and for children to make a smooth transition from home to nursery. A highly effective key person and buddy system ensures that each child is able to form secure emotional attachments and ensures continuity in children's care and links with parents. Children exhibit high levels of self-assurance and esteem. They learn to negotiate and cooperate with each other. For example, at the start of the 'play dough disco' staff talk to children about sharing the play dough and demonstrate how to share it effectively as they break a piece in half and talk to children about why it is not fair to have a large ball and a small ball for another child. Children display high levels of confidence as they eagerly listen carefully and look to see how much they have got and how much the person has got next to them and give them a bit more. This helps children to understand the needs of others and how to share. There is an excellent calm and consistent atmosphere within the nursery and children from a young age learn about the ground rules and the consequences of their actions.

Children's safety, health and well-being are extremely well-promoted through the nursery's clear and consistent policies and practices. Children develop a sound understanding of how to stay safe through staff's guidance. They are given reminders about how to carry a pair of scissors safely and take part in road safety week where staff teach them about how to be safe on regular walks in the local environment. The rooms are very well set out. All children are able to access the toys and activities easily, so they are able to make their own choices. Babies' personal care needs are expertly met by caring and consistent staff. They thrive on the individual attention they receive and enjoy cuddles and comfort in familiar, bright and attractive surroundings. Older children learn how to manage their own hygiene as staff help them to recall why they need to wash their hands before having a snack or a meal. After lunch staff promote their understanding of good practice as they talk about why they need to clean their teeth. Children's understanding of healthy eating is promoted as they help to plant and grow vegetables outside. They help to harvest them and take pleasure in being able to eat them at meal times. This helps them learn where some foods come from. Children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. All children benefit from being outdoors on a regular basis due to the free-flow nature of the nursery. Gross and fine motor skills are extremely well provided for in the outside environment,

such as trikes and cars to ride on. They splash in the puddles as they wear appropriate waterproof clothing and fill and empty watering cans as they run round pouring the water. Indoors they move their bodies in time to music following staff as they demonstrate how to skip, hop and walk backwards and forwards. Babies and toddlers practice their skills as they place one foot after another on the steps up to the slides in their rooms and squeal with delight as staff wait at the bottom of the slide for them to come down.

The strong skills of staff ensure that children are well-prepared for the next stage in their learning. They effectively liaise with other settings that children attend. Teachers are able to visit children in the nursery and children go for visits to the nursery and school. Transition from one room to the next within the nursery is excellent. Visits are made to the next room over a period of time and records are kept to monitor how well children adjust to the room, staff and children. This enables staff to decide when the best time is for children to make the final move with the minimum of distress for children.

### **The effectiveness of the leadership and management of the early years provision**

High priority is given to children's safety and welfare. The nursery is very well run by a knowledgeable, dedicated and reflective management team. Throughout the nursery staff have a superb knowledge and understanding of safeguarding procedures. They have an excellent awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. Procedures for the use of mobile phones are also in place to safeguard children. Children are further safeguarded by the nursery's robust employment procedures, which ensure the suitability of staff who work with the children. Annual appraisals, staff supervision and management observations of staff's work, enables manager's to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training. Staff's understanding of the policies and procedures are checked every month. This is through a policy of the month being displayed in the staff room and their knowledge is checked through a quiz. Daily risk assessments for all areas of the nursery are carried out, which ensure that all aspects of the premises remain safe for children.

The management team is inspirational. They have an excellent overview of how the educational programme is monitored, which ensures children make rapid progress. They check children's learning journeys throughout the year to ensure that children are making progress and that parents are being kept informed. Staff complete an overall assessment of children's learning six weeks after they start and then every three months, which shows if there are any delays or gaps in children's learning and development. This ensures the management team and staff can track the children's progress accurately because they have detailed information about their starting points. Self-evaluation is at the core of everything that the nursery does. The whole staff team takes ownership of it and work efficiently to make any identified changes. Identified areas for development go into the business plan, which lists the objectives for the year. For example, a good start has been made this year to introduce more natural resources for children to play with and explore. Parent's opinions are sought annually through questionnaires and the nursery receives an excellent response. These are analysed and fed back to parents through a display in the

entrance. Quick parental surveys are also carried out as the need arises. This helps the nursery to help parents have their say about all aspects of any change. This has resulted in recent changes to the breakfast menu.

Successful procedures are in place for staff to liaise with other agencies that are involved with children. From the close monitoring of children's learning and development staff confidently identify if a child has additional needs. They attend meetings with outside agencies to discuss children's needs, which enable them to secure and receive the support that they need. Parents are enthusiastic about their child's time at the nursery. They state that the staff are very friendly and they trust them to look after their children. Staff have worked hard with children and they can see how their children are developing. They recommend the nursery saying that 'it is brilliant' and that there is 'a lovely atmosphere'.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY463521
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	917005
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Emmy Jayne's Nursery School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01609771177

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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