

# Gable House Nursery School Ltd



Gable House Nursery School, 20 Wellington Road, BRIDLINGTON, North Humberside, YO15 2BG

<b>Inspection date</b>	8 December 2016
Previous inspection date	27 November 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 management team monitors and evaluates the service they provide through effective self-evaluation. All staff have worked hard since the last inspection, positively addressing the area of weakness raised. This shows a strong desire to improve.
- Detailed observations and assessments are completed by knowledgeable key persons. This information is regularly shared with parents and supports continuity in children's care and development.
- Staff skilfully question children during activities. This helps to improve children's learning and language, and communication skills.
- Children use good manners and show respect as they listen and respond well to staff and each other. Staff are enthusiastic and constantly give children lots of praise for what they have achieved. This helps to support children's emotional well-being and raises their self esteem.
- Partnerships with other professionals are effective. Staff work very closely with them to ensure children who are not meeting their expected milestones are fully supported.

### It is not yet outstanding because:

- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.
- Occasionally, adult-led activities do not encourage children to express their individuality and creativity.

## What the setting needs to do to improve further

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

- enhance systems for obtaining more detailed information from parents about children's learning and developmental abilities on entry
- provide more opportunities for children to express their individuality and creativity.

### Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

Children are well protected as they are cared for by experienced staff. Suitability has been checked through robust recruitment and vetting procedures. The arrangements for safeguarding are effective. Staff have attended safeguarding training and have a good understanding of their responsibility to protect children from harm. There are clear procedures in place for reporting concerns about children or adults. Staff's ongoing development is promoted through clear performance management strategies, such as appraisals. These are used to identify staff's strengths and to assess any future training needs. A positive approach to partnership working ensures that parents are very well engaged in their children's ongoing learning. For example, parents are regularly invited to support learning at home and share their children's achievements with the nursery. Parents spoken to during the inspection indicate that they are happy with the nursery and their children love attending. Established partnerships with the local schools contribute towards information about children's learning being shared effectively.

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

Staff sit alongside children as they play, helping them with what they are trying to do. The educational programmes are closely monitored to ensure each child achieves to the best of their abilities in all areas. Young babies form close attachments with staff. Staff model words when interacting with toddlers as they play with a good range of sensory resources. Staff support older children's listening and attention, especially during group discussions and story times. For example, they use pictures to help capture children's attention and aid their understanding. Staff communicate well with the parents of children who speak English as an additional language. For example, they find out key words in children's home language to support children in the nursery.

### Personal development, behaviour and welfare are good

Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Children develop their social skills through a wide range of experiences. For example, they sit together at mealtimes and enjoy the company of staff and their peers. Children are provided with a broad range of experiences to develop their physical skills. For example, in the indoor environment they enjoy the sensory experience of manipulating moon foam and fitting together pieces of train track. Outdoors, children climb on apparatus and ride bikes with confidence. Children demonstrate high levels of motivation as they freely move around the environment and make choices about what they want to do.

### Outcomes for children are good

All children make good progress. They like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff. Children learn personal hygiene through everyday routines, such as washing their hands. They develop friendships, good social skills and become confident communicators. These skills help them to be ready for their move on to school.

## Setting details

<b>Unique reference number</b>	EY272921
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1064497
<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 - 5
<b>Total number of places</b>	93
<b>Number of children on roll</b>	156
<b>Name of registered person</b>	Gable House Nursery School Limited
<b>Registered person unique reference number</b>	RP907647
<b>Date of previous inspection</b>	27 November 2013
<b>Telephone number</b>	01262 676582

Gable House Nursery School Ltd was registered in 2003. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday and all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery supports children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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