

# Yorley Barn Nursery School



Yorley Farm, Upper Road, Little Cornard, SUDBURY, Suffolk, CO10 0NZ

<b>Inspection date</b>	27 April 2016
Previous inspection date	25 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff interact, and value opportunities to work with other professionals. They proactively seek out and share relevant information with adults in other settings the children attend, including the primary school they eventually move to. This interaction secures support for children and promotes excellent continuity of learning.
- The provider, manager and staff are excellent at taking time to learn about the changing childcare needs of each family. Questionnaires and daily discussions help them to adapt practice, providing a service that meets the needs of all families. This promotes positive continuous development.
- Staff encourage parents and local professionals, such as, farmers, police and fire personnel to talk to children, helping to extend their knowledge of others and the wider world. This enriches opportunities for them to learn and show respect for people's different backgrounds and differences.
- Staff teach children to keep themselves safe. Children quickly learn to assess the environment, identify risks and use equipment safely. They build dens, look after animals, use real tools when gardening and learn about water safety while observing ducks on the nursery pond.
- Children are actively encouraged to share their opinions. They help to establish rules and take responsibility for taking turns, using sandtimers to share toys or equipment.
- Staff are exceptionally proficient at promoting interaction with parents and children. This supports positive partnership and overall well-being. Purposeful communication, in relation to particular groups or individual children, enables specific gaps in learning to be quickly identified and action plans agreed so that they are closed just as swiftly.

## What the setting needs to do to improve further

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

- enhance the tracking systems used to monitor the development of different groups of children to identify the more subtle variations in their learning and extend progress even further wherever possible.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed and then discussed a planned activity with the provider and manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and their relevant training certificates.
- The inspector reviewed reflective practice procedures used by the provider, manager and staff.
- The inspector took account of written and verbal feedback from parents and spoke with the children at appropriate times throughout the inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Robust recruitment, excellent monitoring procedures and attention to exceptionally well-organised staff deployment secures the safe and smooth running of the nursery. The provider and manager work extremely efficiently together. They inspire the excellent staff team to continually aim for excellence. Attention to their professional development produces driven adults who share superb ideas. They plan the environment so children play and learn through exceedingly high-quality activities. Teaching practice is closely monitored to ensure the care and education of children is never compromised. While ongoing tracking is detailed and accurate, the provider and manager are keen to extend it further so that any variations in learning, no matter how small, are accurately accounted for and early intervention instigated. Their aim is to ensure that children's emotional well-being is tracked as closely as their academic development. All groups of children enjoy excellent teaching interaction that enables them to make rapid progress. The provider is proactive in seeking and working with other early years practitioners to share and develop the very best practice possible.

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

Staff recognise that effective communication enables children to extend their learning more confidently. Staff use an excellent range of teaching methods, encouraging children to use their ever increasing vocabulary in conversation. Children learn to link sounds and letters and apply their knowledge when writing their name or adding captions to creations. Staff encourage children to review their own learning, they use interactive computer tablets to take photographs and staff add these to their learning books. Critical thinking and team working are expertly extended as children participate in Forest School activities. They build dens, organising pretend play and make connections, which enable them to develop an understanding of the wider world.

### Personal development, behaviour and welfare are outstanding

Children follow their interests, ask questions and collaborate. Staff pay exceptional attention to providing a very varied range of healthy snacks. Children learn where the food has come from and how different types of food help them to grow. Their physical and emotional development are nurtured extremely well. Children settle exceptionally quickly because staff talk with parents about specific needs and interests and use this information to plan personalised welcomes. Plenty of descriptive praise boosts confidence and self-esteem, resulting in confident children who learn to respect and show care to others.

### Outcomes for children are outstanding

Children engage energetically in their investigations. While playing with toy animals, they discover that, just like us, there can be mummy, daddy and baby animals. They arrange these into family groups while others look on a map at where they live. Children are actively involved in communicating with children in different countries. For example, using technology, they recently experienced the festival of paper in Japan. Children wrote wishes and sent copies to each other. They placed the wishes on bamboo trees alongside the ones sent to them, setting fire to release them in England and Japan, together.

## Setting details

<b>Unique reference number</b>	EY417342
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	850063
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Donna Marie Row
<b>Date of previous inspection</b>	25 August 2011
<b>Telephone number</b>	01787227144

Yorley Barn Nursey School was registered 2010 and is privately owned and run. The nursery employs 11 members of staff, eight of whom are childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above and one holds qualified teacher status. The nursery opens from Monday to Friday for 48 weeks each year. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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