

Inspection of The Wooden Horse - Wykeham

The Wooden Horse - Wykeham, 110 Main Road, Wykeham, SCARBOROUGH, North
Yorkshire YO13 9QB

Inspection date: 15 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are content and happy at this welcoming setting. They form secure relationships with the kind and caring staff team. All children show high levels of engagement as they enjoy exploring and experimenting. For example, younger children enjoy investigating dried pasta, and older children have fun manipulating dough. Children develop their independence skills. They manage their own care needs with minimal support and are encouraged to persevere with tasks. For example, children learn how to use scissors to cut paper. They work out how to use cutters to make shapes in dough. Children play cooperatively together. For example, they feed and dress their dolls for a 'party'.

Staff's effective use of questions encourages children to express their thoughts and ideas. Children are given the time to develop their critical thinking skills. For example, they enjoy playing matching games and think about words beginning with different letters and sounds. Staff successfully support children who require support from other professionals. They work in close partnership to implement specific strategies. Staff support all children to make good progress in their learning and development.

The calm and organised environment supports children to behave well. Staff are positive role models and consistently implement the setting's rules. This helps children to understand the high expectations in place. Children show respect towards each other and staff. For example, during small-group activities, they know to wait for their turn to speak. Children listen well and eagerly respond to staff's instructions.

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

- Staff make good use of the initial and ongoing information they obtain from parents. They use this to plan a meaningful curriculum around children's interests and developmental needs from the start. Staff are competent at monitoring the progress children are making. They swiftly identify any children in need of additional support.
- Partnerships with parents are strong. There is a good two-way flow of communication. Staff keep parents fully informed of their child's progress and share ideas and information to support learning at home. Parents comment that staff are friendly and knowledgeable. They appreciate the care and attention that staff give their children.
- Younger children enjoy singing songs and using communication boards to respond to staff's questions. They gain a sense of belonging as staff sing 'hello' to each child. This helps to successfully develop their communication and language skills. Staff support children to flourish in their self-esteem and

confidence through lots of positive praise.

- Mathematics is weaved through, and embedded into, all aspects of the curriculum and activities. Staff count with children and talk about shapes and sizes. For example, children hang circles on a wooden stand and talk about 'more'. This helps children to begin to understand quantity. Staff count with younger children as they climb the stairs to the baby room. Older children talk about their own house number.
- In general, outdoor play consists of stimulating learning experiences, which children eagerly engage with. For example, they ride on wheeled resources and develop their physical skills as they complete an obstacle course. However, children who prefer to learn outdoors are not supported as well. This is because staff do not yet apply the same level of consideration to the planning and provision for learning outdoors.
- Staff support children to develop good early literacy skills. For example, songs and books are used frequently to support children's learning. During stories, children listen attentively and are interested. Children remember what they have learned over time. For example, children enthusiastically sing songs and learn sign language.
- Leaders and staff are reflective. They are currently reviewing how they can support children's understanding of good oral health. Recent training has had a positive impact on helping to support children's speech and language. A strong focus on communication and language is embedded throughout all activities. For example, staff speak very clearly and regularly repeat words.
- Staff plan occasional trips for the children into the local community. They celebrate some cultural events and traditions, such as St Patrick's Day. However, there are limited opportunities for children to learn about communities and faiths beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning of the outdoor curriculum to fully support children who prefer to learn outdoors
- provide more opportunities for children to learn about diversity and different communities beyond their own.

Setting details

Unique reference number	EY421289
Local authority	North Yorkshire
Inspection number	10392420
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	Holloway, Louise Mary
Registered person unique reference number	RP514954
Telephone number	01723 865544
Date of previous inspection	21 August 2019

Information about this early years setting

The Wooden Horse - Wykeham registered in 2010. The nursery employs seven members of childcare staff. Of whom, six hold appropriate early years qualifications at levels 3 to 6, including two with early years professional status. The nursery opens Monday to Friday, all year round, except for bank holidays and over the Christmas period. Sessions are from 7.45am until 5.30pm. The nursery provides government funded early education.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector held discussions with the manager and the deputy manager about the design of the curriculum and how it is being implemented.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their verbal and written views.

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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