

# Escrick Pre-School

Inspection report for early years provision

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**Unique reference number** EY243248  
**Inspection date** 11/05/2009  
**Inspector** Christine Snowdon

**Setting address** Village Hall, Main Street, Escrick, York, North Yorkshire,  
YO19 6RG

**Telephone number** 07543806504

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Escrick Pre-school opened in 1972 and is a voluntary organisation. The group are registered for 24 children and offer both sessional and full day care for children aged from two and a half to five years. They operate from the village hall in Escrick, near Selby and serve the needs of the local community and surrounding villages. The group has access to a large hall, small side room, kitchen, toilets, storage and a fully enclosed outdoor play area.

The provision is registered on the Early Years Register and there are currently 38 children on roll. The pre-school opens for 39 weeks per year during school term times, from Monday to Friday from 09:00–11:30 and on Monday and Wednesday from 12:00–14:30. They provide a fully inclusive service and actively support children with disabilities.

There are six members of staff including the manager and deputy. The staff team is very stable and have a high proportion of qualified and experienced staff. The setting receives support from a local authority early years consultant.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. An inclusive, safe and welcoming service is provided which fully promotes children's welfare. All children are provided with a broad range of opportunities that promotes most aspects of their learning and development very well. The key worker system is highly effective and staff's clear knowledge of each child's individual needs and interests is gained from effective partnership working. Parents are actively encouraged to support their children within the setting, although the learning partnership is not yet fully effective. The settings clear commitment to the continual improvement of their practice ensures that priorities for future development are identified and acted upon, resulting in improved outcomes for children and building on the good practice already in place.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems to identify ways for parents to review their children's progress regularly and contribute to their learning and development records
- provide more opportunities for children to see and use their name in print and learn the phonic letter sounds

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

The setting has a very welcoming atmosphere with enthusiastic, friendly and approachable staff who work effectively together as a team. For example, staff arrive early before every session to transform the large hall into an exciting learning environment both indoors and outdoors. All areas are extremely well resourced and the use of the low screens complement and enhance the specific areas of learning. The staff have thorough knowledge of child development and use these skills effectively to plan activities in line with children's individual needs and interests. In addition they continually evaluate their own practice and seek ways to improve the environment further. For example, due to their successful funding bid the garden area will be transformed to create a more even surface and raised beds for digging and growing which will be easily accessible to all children thereby further promoting full inclusion.

Detailed and comprehensive information is shared with parents, ensuring they are fully informed about the provision and the care of their children. All policies and procedures are in place and made readily available at all times. The key person system is a clear strength within the setting. The home visit is an effective way of getting to know the child and parent whilst in the security of their own surroundings. Information gained is used well to ensure a smooth transition into the setting and plan for their next steps in learning based on their individual needs and interests. Key workers have responsibility for updating the children's development folder with written observations, photographs and examples of children's work, using this information effectively to plan for their next steps in learning. Due to the confines of the premises the children's development folders are not stored on site. However, staff bring them with them when they are on duty and parents can request them at any time. Whilst parents are encouraged to contribute to the observation and assessment process they rarely do so.

Children are helped to stay safe to a high standard. Detailed written risk assessments are in place which are reviewed regularly to effectively identify and eliminate risks. Children regularly take part in emergency evacuation drills and the picture notices at child-height remind them of this. Children are taught how to hold and use the knives safely as they help to cut up the fruit for snack time. Children are further safeguarded by the staff's sound knowledge of child protection and the settings up to date policies and procedures. New staff complete an induction programme which includes health and safety issues and they are also very clear about their role and responsibilities whilst the recruitment and vetting procedure are fully completed.

## **The quality and standards of the early years provision**

Children are provided with a very good range of age appropriate resources which are of good quality, easily accessible and promote independence and free choice. All children are very happy, settled and confident and enjoy a close and trusting relationship with the staff. They are motivated and enthusiastic and as a result, are making good progress in their learning and development. Children are learning to

recognise their own name in print as they look for their name tags on arrival. There are some good opportunities for children to make marks and practise their early writing skills. For instance, they use chalks to draw on the flagged outdoor area and the white board and various writing implements indoors. However, staff automatically write the children's names on their art work rather than encouraging the children to do so. There are also limited opportunities for children to hear and learn the phonic letter sounds. All children show a keen interest in books. When the bell rings they rush off to the book area to listen to the story. They are able to name the various parts of the book such as the title and blurb. They listen and concentrate well as the staff reads 'The smartest giant in town' with feeling and enthusiasm. Children join in the story with actions, such as, stretching their necks like the giraffe and singing the chorus as the story progresses. Children count and use numbers in a variety of ways throughout the session. They help count how many children are present and say 27. When playing the caterpillar game they say they need two more body parts then it will make four. Staff ask how many more legs they need and they add up the pieces and say three more. Children have lovely opportunities to use their imagination and be creative. They make some wonderful models from a variety of re-cycled material using lots of glue and paint. The musical instruments are popular and children spend time listening to the different sounds they make. For example, they tip the rain maker upside down and back again to hear the tinkling sounds like rain drops.

Children benefit greatly from being active in the outdoor area where they explore, test and develop physical skills and control. They have free choice for most of the session as to whether they play indoors or out, most children clearly preferring to be outdoors. They particularly enjoy digging and playing with the large trucks in the soil area. They say they are making cement and building a house. The staff links this to the story of the three little pigs and they recall the story and say the brick house was the strongest. She talks to them about their task introducing new words such as, foundations and explaining the meanings. They all watch excitedly as the refuse lorry backs up to collect the waste from the setting. Staff ask the children why the vehicle makes the warning noise as it approaches and they say 'it's reversing' she asks them what that word means and they say 'backing up'. Whilst digging they find a snail and the staff member goes off to bring the magnifying unit. Children eagerly observe the snail as it crawls up the sides leaving a trail behind it. They learn about growing and nature as they look to see how their strawberry plants and herbs are doing in the small cultivated area.

Children's behaviour is very good. They play cooperatively together taking turns and sharing resources. They know their efforts are valued and appreciated as staff tell the group at circle time about the positive ways in which they have shared and been kind to one another. They know the routines well and independently wash their hands after toileting and before their snacks. The healthy and nutritious snacks provide a lovely choice of fresh fruits which the children help to prepare.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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