

Embsay Children's Centre

Pasture Road, Embsay, Skipton, North Yorkshire, BD23 6RQ

Inspection date	13/11/2014
Previous inspection date	28/10/2008

The quality and standards of the early years provision	This inspection:	
	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

- Teaching is outstanding because staff make accurate and in-depth assessments of children's progress and use these to plan stimulating activities that enable them to achieve exceptionally well, given their starting points and capabilities.
- Children develop firm, meaningful attachments to their key person and the other adults caring for them. Therefore, children show confidence as they play, and their emotional well-being is significantly enhanced.
- Children are safe and free from harm as all staff have a secure understanding of safeguarding and child protection matters. They work tirelessly and efficiently as a team to create a safe, completely child-centred environment in which children thrive and flourish.
- Partnerships with parents and carers are outstanding and enhance all aspects of children's overall care and well-being. Parents are fully involved in the nursery and speak highly of the staff commitment to promoting their children's learning and development. As a result, children receive a consistent approach to their learning.
- Children with special educational needs and/or disabilities are supported exceptionally well. Staff work extremely closely with other agencies involved in children's care to ensure that children's needs are met, and that they are able to reach their full potential.
- Leadership and management are outstanding. The well-established staff team are highly motivated by the manager, who works closely with them to inspire the drive for continuous improvement. Highly effective self-evaluation enables staff to rapidly identify and consistently improve their already first-rate practice.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities at various times of the day in the play areas and outdoors.
- The inspector accompanied staff to collect children from the local school.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
The inspector saw evidence of the suitability and qualifications of the staff, and
- looked at the self-evaluation, risk assessments and a sample of policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Embsay Children's Centre was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. The nursery operates over two floors in a converted chapel in Embsay, Skipton, North Yorkshire. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 13 members of staff who care for the children. Of these, 12 hold appropriate early years qualifications at level 2 or above. A number of staff hold higher level qualifications, including Qualified Teacher Status, Early Years Professional status, and undergraduate degrees and master degrees relating to early years practice. The nursery opens each week day for 51 weeks of the year from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 73 children attending, of whom 31 are in the early years age group. The nursery also offers care for school age children before and after school. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- enhance even further the all already excellent opportunities for children to develop their independence skills, for example, by ensuring that children's coat hooks are accessible in the pre-school room.

Inspection judgements

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

Children thrive in this motivating environment. There are a wide range of opportunities to explore and investigate and consequently, children show high levels of engagement, making rapid progress across all areas of their learning and development, given their starting points. In addition, children benefit from the excellent quality of teaching delivered in a well-thought-out, stimulating and child-friendly environment. Staff use exceptionally thorough assessments to identify children's abilities and track their achievements, from the moment they start at the nursery. Parents are extremely well involved in the initial and ongoing assessments of the children, ensuring their views are incorporated to enhance accuracy of staff's assessments. The nursery staff carry out the progress check for children aged between two and three years in a timely manner so that parents are able to use the information when children have their health visitor check. Any additional needs that a child may have are, therefore, swiftly identified and support is provided. Staff work extremely closely with other professionals involved in children's care to ensure that children reach their full potential. Children with special educational needs and/or disabilities are supported to a high standard. Specialist support, including

equipment, is obtained as needed, and individual play plans and exercise programmes are put in place and followed. As a result, all children make rapid progress. Parents are fully supported to extend their children's learning at home to further enhance learning outcomes. For example, a large screen in the nursery displays photographs of children's activities during the day. Parents and their key persons can view these photographs together and talk about the learning experiences of the children. Parents are then given ideas on how to extend these learning experiences at home. In addition, story stacks are available for parents to borrow to enhance learning. These include some ideas of activities that parents can do with their children. Parents are also encouraged to come into the nursery to share their skills and to take part in the activities. This further supports parent's understanding of how children learn.

Activities are frequently based on children's interests and ideas, thereby guaranteed to keep children engaged and enthusiastic, so they learn and develop as they participate. For example, children dress-up as their favourite superheros, including fire fighters, and pretend to put out fires using the hosepipe. They practise their mark-making skills as they make badges to represent which hero they are. This successfully engages those children who prefer to learn outdoors in writing activities. Staff motivate and engage children in the activities extremely well. Furthermore, they also understand that children learn from their peers. For example, staff stand back and observe as the more able children help younger children to hold a pencil correctly and write letters of the alphabet associated with their name. Babies explore their world using natural materials in the treasure baskets. Babies show interest in toys that have buttons, flaps and different mechanisms, and are beginning to learn to operate them as part of their physical development and understanding about technology.

Staff provide opportunities for children to explore the materials in the sand and water trays. Children discover the different properties and learn concepts, such as weight and volume as they pour, fill and empty containers. Children enjoy collecting items, such as leaves, seeds and pods in the outdoor play area. This helps them understand about the changing seasons and the natural world. They then use the 'mud kitchen' to create mixtures, exploring what happens when they combine different ingredients to make their party food, which they share with their friends. Children also take part in baking activities and develop their creative and physical skills as they choose their favourite icing to create designs on their buns. Staff encourage children's critical thinking skills very well. For example, they ask questions to help them think about the changes that take place when water is added to icing sugar, or when chocolate is melted. Children's language skills are extended well as staff encourage children to describe the feeling of the buttercream as it is squeezed in the piping bag. Words, such as, mushy, squidgy and drizzly are used. Hence, children learn to express their thoughts and ideas through language. The 'Every Child A Talker' programme is used throughout the nursery. Staff encourage children to recall and talk about past activities and events in their own words. They repeat back corrected sentences to help restructure children's language effectively, and add new words to further develop children's vocabulary. Therefore, children develop excellent skills in readiness for school.

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

Children are extremely confident and show a strong sense of self as they engage with their peers at the nursery. Their high self-esteem is promoted exceptionally well by staff, right from the beginning. The well-planned admissions system, and highly effective key-person system establishes outstanding relationships with the child and their family. Staff take time to get to know the children and their families through a gradual settling-in period. Staff are caring and skilled in supporting children to form secure attachments. The continual sharing of information between home and nursery ensures children's needs are exceptionally well met, and the move from home to nursery is smooth. Children are also supported very well in their move through the various rooms within the nursery to ensure that they settle well. Furthermore, staff help children with their move on to school. They encourage the teacher to visit the nursery to meet the children and ensure key information is passed on. Staff use role play and provide school uniforms for children to use to dress up, as they play at being at school. This thorough preparation ensures that children are emotionally ready for their next stage in their learning and development.

The nursery environment is bright and stimulating, with a range of excellent resources that are at child height to enable children to make choices and to be involved in active learning. The environment is word rich, and children's work and photographs are very attractively displayed. This helps children develop a sense of belonging and builds their confidence. Children are extremely independent within the nursery. For example, they set the tables at lunchtime, serve their own food, and pour their own drinks. Babies are encouraged to feed themselves with the support of staff. Children develop independence skills when they put on their own coats and wellington boots before going outdoors to play. A recent change around in the play rooms has meant that the coat hooks in the pre-school room are not currently a child height. Therefore, there is scope to develop children's independence skills even further by ensuring that the coat hooks in the pre-school room are placed at child height. Children's behaviour is very good. Staff provide an extremely warm and calm environment, where they continually promote a consistent approach to encourage children's understanding of appropriate behaviour. Praise and encouragement is used to foster good behaviour, which promotes children's self-esteem and confidence. In addition, staff help children understand about the methods used to help them cooperate, share and take turns. For example, children get the sand timer and explain that they are waiting their turn, knowing that this is a way to ensure they all have an equal go with popular equipment.

Staff are exceptionally good at helping children to learn how to keep themselves safe, fit and healthy. Children have regular access to the outdoor play area where they can exercise in the fresh air. Children move about freely and develop control as they negotiate the steps and obstacle courses that they make using wooden planks. Children take risks as they climb and balance, showing that they have confidence in their own abilities. Staff join in children's play, show enthusiasm and suggest ways for children to extend their play. Children's self-care is exceptionally well promoted. For example, they confidently select and put on protective clothing and boots when they wish to play outside in wet weather. Staff help children make the most of learning experiences in all weathers. For example, toddlers delight in blowing bubbles and enjoy observing them as they blow about in the wind. Children learn about good hygiene practices as they use the bathroom independently, or with support, to wash and dry their hands. In addition, they learn about

a healthy diet through activities and daily routines. Children have opportunities to grow fruit and vegetables in the outdoor play area, and they harvest, help prepare and eat their produce. This helps children learn about food that is good for them, and to understand about growth and decay. At lunchtime, children sit together and enjoy a healthy meal prepared on site. Staff sit and eat with the children modelling good table manners, and encourage discussions about the foods they are eating. For example, they talk about the different diets that people have, such as vegetarians, and talk about what is good for them and which foods are best eaten as treats. Children and babies who become tired during the session have access to beds in a quiet area, so that they can rest undisturbed.

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

Staff and management have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safeguarding has the highest priority at all times in this outstanding nursery. The premises are safe and secure, with all visitors screened before admittance. Children cannot leave unseen and are only released to the care of a known adult. The manager is the designated person for safeguarding, with overall responsibility for ensuring that every child is kept safe and free from harm. She makes sure that every staff member is well informed in matters of child protection and ensures they know what to do if they have a concern about any child. This ensures that any support needed from external agencies, is put into place swiftly and efficiently. Although, this nursery does not have a regular turnover of staff, there are very secure procedures in place to ensure that staff are suitable for their role. There is a rigorous recruitment and induction programme in place for new staff. Staff are carefully vetted and meticulously checked, including every staff member's history and background. Therefore, children are kept safe and secure because they are cared for by highly qualified and skilled staff. Furthermore, children are supervised very well at all times, and risk assessments, covering all aspects of the nursery, both indoors and outdoors, are also undertaken to further protect them.

The commitment and vision of both the manager and staff is inspirational as they strive for the best outcomes for children and families. They have an excellent understanding of their responsibilities in meeting all the requirements of the Early Years Foundation Stage. There is a strong ethos of reflection and evaluation. Constant feedback from parents is encouraged through regular discussions and parent consultations. Staff use parental questionnaires to identify any areas for improvement, and these reflect positive feedback from all parents. Additionally, children are able to talk about their likes and interests on a daily basis and staff follow these leads superbly. As a result, activities and experiences are stimulating, fun and capture the imaginations of every child. The extremely effective system for the monitoring of the educational programme identifies groups of children who may need extra support, as well as individual children. Consequently, children make excellent progress. The manager knows her staff extremely well. Supervisions and appraisals help staff, and the manager, to identify strengths and areas for development, leading to an individual training plan. The manager encourages staff to carry out peer observations as part of their professional development. Staff have excellent access to ongoing training. Many staff have gone on to do higher level qualifications, such as

degrees. In addition, there is also an abundance of training materials available within the nursery to enhance staff skills and enable them to further support children's learning and development. The recommendation raised at the previous inspection has been effectively addressed, as a result, the learning outcomes for all children has improved immensely.

Partnership working is fully embraced as this is seen as key to children's ongoing development. There is a regular, two-way flow of information between parents and the key person, so that all important details about children's care, learning and welfare are exchanged. Parents receive a wealth of information about the nursery and their children through a variety of means including discussion, written and electronic information. Parents are fully involved in all aspects of the nursery, and are invited in to take part in projects or share their skills and interests. They also help with social and fundraising events. Parents speak very highly of the nursery and cards and letters show their appreciation. Parents feel that the flexibility of the nursery, to meet their changing needs, is a real strength. They also say that their children blossom and are exceptionally well-prepared for school. Staff also work extremely closely with a wide range of other professionals to enable all children to reach their full potential, including those children with special educational needs and/or disabilities. In addition, close links with the adjoining and local schools are very well established. This ensures that children benefit from excellent communication links to support their ongoing development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	400136
Local authority	North Yorkshire
Inspection number	868835
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	73
Name of provider	Caroline Midgley and Simon Midgley Partnership
Date of previous inspection	28/10/2008
Telephone number	01756 793286

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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