

# Escrick Pre-School

Village Hall, Main Street, Escrick, York, North Yorkshire, YO19 6LQ



## Inspection date

29 June 2015

Previous inspection date

11 May 2009

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff carefully listen to children and show interest in their ideas. Consequently, children share experiences with staff and are keen to be actively involved in their learning.
- Staff are skilled in helping children to develop literacy skills and use number confidently. As a result, children show readiness for their eventual move to school and are able to recognise their name in print.
- Staff are kind, supportive and sensitive towards children. This helps children to feel secure, which has positive impact on their emotional well-being.
- There are effective partnerships in place with parents and other professionals, including schools. This helps to promote continuity of children's care and learning.
- The manager demonstrates a secure understanding of the safeguarding and welfare requirements. Consequently, procedures to record and report concerns about children's welfare are robust. This helps to protect children from harm.

### It is not yet outstanding because:

- There are times during younger children's self-chosen play when staff miss opportunities to extend children's vocabulary.
- Staff do not gather detailed information from parents about what children already know and can do upon entry.
- The manager does not always extend opportunities for staff to reflect on the quality of their teaching.

## What the setting needs to do to improve further

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

- enhance the teaching for the youngest children during unplanned play, by sharply focusing on their communication and language development and taking every opportunity to extend their vocabulary
- gather more information about what children already know and can do upon entry, in order for this to contribute towards assessments and plans for their progress, as soon as they start at the setting
- help staff to develop their skills, for example, by carrying out regular observations of each other's practice and using this information to swiftly improve the quality of teaching so that children make rapid progress in their learning.

### Inspection activities

- The inspector observed activities for children in both the indoor and outdoor learning environments.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of committee members and staff working with children.
- The inspector looked at policies and procedures, children's learning journeys and assessment documentation.
- The inspector conducted a joint observation with the manager and checked the self-evaluation evidence.
- The inspector spoke to a number of parents/carers on the day and their views were taken into account.

### Inspector

Michelle Lorains

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Staff provide good support and challenge for children, which helps them to persevere to learn new skills and keep trying. For example, children enjoy playing imaginatively outdoors with water in their car wash. Staff encourage them to think about what happens to the direction of water by asking open questions, and they test this out by pouring it into different sections and carefully observing the flow. This helps to enhance children's awareness of mathematical concepts and encourages them to think about solving problems. Children extend this into watering the plants and staff teach them about how things grow, developing their understanding of the natural world. Younger children benefit from planned experiences which help them to develop their communication and language skills. For example, staff use their interests in trains to model key words and extend their vocabulary. However, this is not consistent enough during unplanned activities for children to make rapid progress.

### **The contribution of the early years provision to the well-being of children is good**

Children demonstrate that they feel happy, safe and secure with staff. They run into the pre-school at the beginning of the session, seeking out their key person to share their own news with. There are robust procedures in place to help children settle in and staff collect information using All about me books. This helps them to get to know children and they are able to attend to any medical needs they might have. Staff are very good role models for children and they manage behaviour positively. Consequently, children respect behavioural boundaries and are kind to each other. Staff encourage parents to bring healthy lunches for children and build on children's awareness of what contributes to a healthy lifestyle through appropriate discussion. Children grow in independence and self-confidence because staff encourage them to develop self-help skills. As a result, children are able to pour their own water and use the toilet independently.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager demonstrates commitment to improving practice and provision for children. She gathers feedback from parents and has made positive changes since the last inspection. For example, children are now more able to recognise their name in print. Assessments of children's progress are carried out regularly and shared with parents. This helps to support them to extend children's learning at home. However, staff do not always include detailed information from parents about children's prior achievements to help further with the planning of activities. The manager is competent to identify gaps in children's learning and access further support for children if needed. Staff hold childcare qualifications. This has a positive impact on their understanding of child development and their ability to provide positive learning experiences for children. However, opportunities for staff to reflect on their practice are not always fully explored. Consequently, the good teaching practice in place is not always effectively shared to support staff's skills. Parents speak highly about the care their children receive at the setting.

## Setting details

<b>Unique reference number</b>	EY243248
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	870137
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Escrick Pre-School Playgroup Committee
<b>Date of previous inspection</b>	11 May 2009
<b>Telephone number</b>	01904 720420

Escrick Pre-School was registered in 1972. It is situated in Escrick, near Selby. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff with a Foundation Degree in Young Children's Learning and Development. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3pm. The pre-school provides funded early education for two-, three- and four year old children.

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