

Embsay with Eastby Pre-School Playgroup

The Village Hall, Main Street, Embsay, Skipton, North Yorkshire, BD23 6RE



Inspection date

18 March 2015

Previous inspection date

14 May 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The staff are highly competent and well-qualified, and that reflects in the superb quality of teaching, which is outstanding. They use their expert knowledge of teaching to support children in making excellent progress considering their starting points.
- Planning and assessment is highly robust, precise and sharply focused. It is shared with parents for them to contribute and support their children's learning both at home and at pre-school. Planning is highly individualised and based on children's individual needs.
- Children make extremely rapid progress across all areas of learning. A particular strength is the extremely sharp focus on promoting children's speech and language.
- Partnership with parents is superb and they are fully involved in their child's learning and care. This means children's well-being is fully supported.
- A highly supportive key-person system is in place and as a result, children are secure, their confidence and self-esteem is superbly promoted and they are prepared for their next stage in their learning.
- Safeguarding is very secure. Staff are exceptionally clear regarding the action they must take to protect children and keep them safe from harm.
- Leadership is inspirational. The management team are committed to the pursuit of excellence. They have a superb understanding of their role in the delivery of the education programmes and the safeguarding and welfare requirements.

What the setting needs to do to improve further

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

- continue to embed the already superb system for performance management and for observing staff best practice. Ensure that teaching skills are continually reflected on, to maintain the high quality of teaching and the resulting excellent progress children are making.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Inspection findings

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

Inspirational teaching is evident across the nursery. All children are making rapid progress considering their starting points, age and capabilities. The educational programme is well-planned and children make superb choices about what they want to do. They make decisions about where they wish to play as they run freely indoors and out. Children initiate many activities themselves, which are skilfully supported by the staff. For example, children decide to paint their feet and to run on the lengths of paper put down for this purpose. This resulted in children laughing, squealing and having a great time, while developing their imagination. A sharp focus on assessing and tracking children's progress ensures that any identified gaps in children's achievement are planned for and consequently narrowed. Children are prepared extremely well for their next steps in learning and for progression on to school.

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

Partnership with external agencies and parents is highly successful. Children are supported, and for those children with special educational needs and/or disabilities, they are fully included and their individual needs exceptionally well met. Additionally, the superb input from the supporting agencies, such as the health services, means help and advice is sought to meet children needs. Safeguarding is robust and all staff are highly confident in what they need to do. They know who to report to and understand the supporting policies and procedures that are in place to protect all children. For example, policies include the assessment of risk and child protection. The highly effective strategies for managing behaviour, mean that children understand what is expected of them and learn to wait their turn and to share resources. The close links with parents regarding children's care routines and the consistent daily routines at pre-school, promotes children's emotional well-being and sense of security. Constant praise by staff builds children's self-esteem, motivation and confidence.

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

The manager and the committee have an excellent understanding of the Early Years Foundation Stage. Robust systems are in place for the recruitment and assessing of staff suitability. Leaders regularly monitor the educational programmes and ensure children receive a rich and challenging range of superb activities. Highly effective reviews of staff performance are linked to the identified training and targeted areas for improvement of teaching. The strong evaluation of the pre-school identifies a clearly targeted drive for continuous improvement. This drive for endless improvement focuses on developing teaching practice, and continuing with this, will help to ensure that the quality of the provision remains at this outstanding level. Parents are very positive about the pre-school and comments made include the fantastic progress their children make, the friendliness of staff and the superb levels of support given to them and their children.

Setting details

Unique reference number	400454
Local authority	North Yorkshire
Inspection number	872188
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	37
Name of provider	Embsay with Eastby Pre-School Playgroup Committee
Date of previous inspection	14 May 2009
Telephone number	01756 791123

Embsay and Eastby Pre-school was registered in 1967. It is managed by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4, three at level 3 and one at level 2 and there is one with Early Years Professional status. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm Tuesday to Friday, and from 8.45am until 12.30pm on a Monday. 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.

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