

Esscroft Private Nursery

Esscroft Private Nursery, Ilkley Road, Burley In Wharfedale, Ilkley, LS29 7HL



Inspection date

27 March 2018

Previous inspection date

10 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The newly appointed, very well-qualified manager evaluates the provision effectively. With support and cooperation from staff, she has successfully addressed the actions and recommendations raised at the previous inspection. The manager is enthusiastic and passionate and has a clear drive for continuous improvement.
- Staff make good use of challenging questioning to encourage children to be active learners, who are confident and think critically. This helps children to make good progress in their learning and development.
- Children receive lots of praise and recognition for their efforts and achievements, which successfully promotes their self-esteem and emotional well-being.
- Staff have established positive partnership with parents. Parents receive daily verbal communication and regular newsletters to inform them of current projects and activities. This helps to ensure children benefit from a consistent approach to their care.

It is not yet outstanding because:

- Partnerships with other providers are not used more consistently to exchange information to support the learning of children attending more than one setting.
- Management has introduced a new approach to observations and assessment, and staff are not always consistent in using information gathered to plan precisely for what children need to learn next.

What the setting needs to do to improve further

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

- enhance links with other providers to ensure comprehensive information is shared to support the learning of children attending both settings
- embed ways to maximise the use of information from observations and assessments, so that planning for what children need to learn next is more sharply focused.

Inspection activities

- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times. She spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. The inspector carried out a joint observation of practice with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, observation and assessment files, planning documentation and a selection of policies.
- The inspector discussed the nursery's self-evaluation and the impact this has on children and their families.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities, with particular regard to protecting children in their care from abuse and neglect. All actions and recommendations from the last inspection have been successfully addressed. New management completes regular supervisory sessions to ensure that staff are well supported and training needs are identified. Staff performance is regularly monitored and actions are put into place to help improve teaching. This helps to ensure the quality of teaching is of a good standard. Since the last inspection, the manager has reviewed all policies and procedures, and staff have been retrained in different aspects. Recruitment procedures ensure the suitability of staff. The manager has introduced a system to evaluate the progress of different cohorts of children. This helps to promptly identify any need for early intervention and supports all children to make good progress.

Quality of teaching, learning and assessment is good

Children sit happily with staff and listen to stories during group time. This contributes towards them developing early reading skills and an interest in books. Staff listen attentively as children play and encourage them to talk about what they are doing. This helps to promote young children's communication and language skills, including children who speak English as an additional language. Children enjoy creating pictures with paints and water play. Staff support children well and encourage children to explore their own ideas and develop their critical-thinking skills.

Personal development, behaviour and welfare are good

On entry, settling-in visits are arranged and planned depending on children's individual needs. Overall staff provide an interesting and challenging environment. This contributes towards engaging and motivating children to learn. Healthy meals are planned to meet children's individual dietary requirements successfully. Staff sit with children during meal times and help to promote good social skills. Staff provide good opportunities for children to benefit from physical exercise and fresh air. For instance, children thoroughly enjoy bird watching in a designated area. This helps children to learn about nature and living things. Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs and those of others. Staff effectively manage children's behaviour, according to their ages and stages of development.

Outcomes for children are good

All children make good progress and are well prepared for school. For instance, older children learn about phonics and mathematical concepts, such as shapes and numbers. They practise their writing skills as they add their names to handiwork. Children play cooperatively and take turns, supporting their social and emotional development well.

Setting details

Unique reference number	EY543283
Local authority	Bradford
Inspection number	1115878
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	80
Number of children on roll	55
Name of registered person	Esscroft Private Nursery Partnership
Registered person unique reference number	RP543282
Date of previous inspection	10 October 2017
Telephone number	01943 864174

Esscroft Private Nursery re-registered in 2017. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the nursery manager who holds a qualification at level 8. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

