

Aspin Park Early Years Group

22 Wetherby Road, Knaresborough, HG5 8LQ



Inspection date

6 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff support children's emotional security well. The relationships staff share with children are extremely warm and caring. Children are confident, settled and happy.
- Self-evaluation is effective and the staff team shows commitment to develop and improve its practice. This helps benefit children and results in a service that is continually improving.
- Staff engage in constant discussion, introduce new vocabulary and model language during their activities. For example, as children draw, staff ask them questions about their creations. This contributes towards children making good progress.
- Staff support younger children as they help them to wash their hands and begin to take care of their own hygiene needs.
- Children thoroughly enjoy using their imagination and taking part in role-play activities. For example, they pretend that their ship is sinking and call a lifeboat to rescue them.

It is not yet outstanding because:

- Information from observations and assessments is not always sufficiently focused on children's individual next steps in learning, to support them to make high rates of progress.
- Staff do not always involve parents fully in their child's learning so that they can work together to help children to make even better progress.

What the setting needs to do to improve further

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

- make the most of information from observations and assessments to focus more precisely on children's next steps in learning, to help them to make progress at an even faster rate
- provide parents with even more information that helps them to be more involved in their children's ongoing learning and development.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with children. She discussed the method for self-evaluation and the impact this has on the pre-school.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's records, planning documentation and a selection of policies.
- The inspector carried out a joint observation with the manager. She engaged in discussions with staff and children throughout the inspection at appropriate times.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the procedures they would use to identify and report any concerns to protect children's welfare. They attend regular training to help them to recognise the signs that a child may be at risk. Staff deploy themselves efficiently to ensure they meet the required adult-to-child ratios. The manager supports staff to develop their practice, such as through regular supervision sessions. Staff have established partnerships with the schools to help children to make future smooth transitions. For example, teachers visit the pre-school to meet children. The provider uses monitoring of different groups of children effectively to identify any gaps in learning and ensure all children develop the skills they need for school. Parents comment that staff are friendly and caring.

Quality of teaching, learning and assessment is good

Overall, children participate in a stimulating range of experiences that engages their interests and natural curiosity as learners. Staff prepare activities they know children will enjoy. For example, children enjoy playing in water and manipulating play dough to make pretend pizzas. Staff read stories to children with enthusiasm and creativity. Children excitedly join in with the stories, predicting the words and ends of sentences with which they are familiar. Staff introduce mathematical language to children through everyday play. For example, they regularly count and discuss sizes and colours during play. Children are motivated to learn.

Personal development, behaviour and welfare are good

Staff know children well. They make a strong team and provide an enticing and welcoming play environment. Children gain good independence. For instance, they access all areas and resources to choose what they like doing. Children's behaviour is good. They learn the difference between right and wrong. Staff understand the importance of helping children to understand how to keep themselves safe and healthy. For instance, they clearly explain the rules for climbing on the wooden pirate ship. Children have opportunities to be physically active every day.

Outcomes for children are good

Children develop good skills for their future learning and in readiness for the move on to school. They have good opportunities to develop skills in handling tools and pencil control. For example, children regularly access interesting mark-making resources. Children keenly engage in singing songs and rhymes. They develop their understanding of being polite, such as through using good manners. Overall, children make good progress.

Setting details

Unique reference number	EY500769
Local authority	North Yorkshire
Inspection number	1052336
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Aspin Park Early Years Group Ltd
Registered person unique reference number	RP906427
Date of previous inspection	Not applicable
Telephone number	01423 865865

Aspin Park Early Years Group registered in 2016. The pre-school employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including the pre-school manager who holds a qualification at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm on Monday to Thursday and from 9am until midday on Friday. The pre-school provides funded early education for three- and four-year-old children.

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