

Escrick Pre-School Playgroup

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



Inspection date	24 May 2019
Previous inspection date	29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and staff team are highly ambitious and driven to provide a high-quality service for children and their families. They regularly seek feedback from parents and use this to identify areas to improve. Self-evaluation is effective.
- Staff build excellent relationships with children. They carefully listen and respond to what children say and do during play. Staff use this information to plan stimulating, engaging and open-ended activities and play equipment. Children immerse themselves completely and maintain their focus and attention during play.
- Children's behaviour is exemplary. They share, take turns and learn to negotiate their own ideas with friends. Children resolve conflict with little support from adults and demonstrate they are incredibly kind and considerate towards others. Staff model this well with their warm, kind and friendly approach.
- Partnerships with parents and other professionals are very successful. Staff work collaboratively and regularly share key information about a child's learning and development. They use this information to help identify effective teaching strategies and consistently support a child's learning both in the setting and at home. Children make good rates of progress.
- The manager has not yet implemented her plans to extend opportunities for children to learn more about the differences between people and communities.
- The manager has not yet fully embedded the new system used to record observations and assessments of children's progress, to ensure these are consistently and clearly logged.

What the setting needs to do to improve further

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

- implement plans for children to learn more about the local and extended communities, and develop their understanding of the differences between people
- embed the new systems used to help monitor children's learning, through consistently recording precise and clear observations and assessments.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector had discussions with parents, committee members and staff during the inspection and considered their views.
- The inspector held a meeting with the manager and reviewed children's records, policies and procedures, and other documents regarding health and safety.
- The inspector completed a joint observation with the manager and considered her evaluation.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff team confidently recognise the signs and symptoms of abuse and neglect. The manager has implemented a clear safeguarding policy and procedures for staff to follow should they have a concern about a child's welfare. The robust recruitment and vetting procedures help to ensure all adults who have contact with children are safe and suitable. Staff complete daily checks to help identify and minimise any risks and hazards to children's safety. The manager has worked hard to identify ways to improve the quality of teaching and learning. For example, she observes staff practice and considers any training, coaching and support they need to help develop their knowledge and skills to a higher level. The manager has implemented effective action plans and supervision to ensure staff receive the individual support they need for their continued professional development.

Quality of teaching, learning and assessment is good

Staff skilfully promote children's communication and mathematical skills during play. For example, children make their own drinks using a variety of tools and food ingredients. Staff ask children to make predictions and consider what might happen if they add more ingredients. Children describe the changes they observe and test their own ideas. Staff sing nursery rhymes and encourage children to join in and follow the actions as they mix their drinks and count each scoop they add. Children develop good literacy skills and demonstrate a keen interest in retelling stories. For example, staff encourage children to recall key themes in the story they have been reading about the tiger who came to tea. Children use this in their role play as they make various drinks for staff and their friends.

Personal development, behaviour and welfare are good

Children are happy, engaged and focused in their learning. Staff are skilled at supporting and building on children's already good levels of confidence and self-esteem. For example, they know when to allow children more time to work things out for themselves and when they need to provide subtle support and encouragement. Children delight in the praise they receive and are highly motivated. Children thoroughly enjoy the time they spend outdoors. Older children confidently ride balance bikes and scooters. Younger children use trikes and push-along vehicles to develop their good physical skills. Children know to wash their hands and help to prepare tables for mealtimes. They grow their own fruit and herb plants, and talk about which foods help to keep us healthy.

Outcomes for children are good

Children make consistently good progress from their starting points. They are observant and develop good problem-solving skills. Children are creative and independent learners. They use their excellent imaginations to build ramps and aeroplane landing pads using wooden blocks. They compare the length and size of each block and work out how to secure their structure. Children make aircrafts using large boxes and plastic saws to cut the cardboard to size. They work out what materials they need to stick the wings onto the aeroplane. Children persevere and take great pleasure as they achieve what they set out to do. Children acquire the skills they need in preparation for school.

Setting details

Unique reference number	EY243248
Local authority	North Yorkshire
Inspection number	10106674
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	33
Name of registered person	Escrick Pre-School Playgroup Committee
Registered person unique reference number	RP520943
Date of previous inspection	29 June 2015
Telephone number	01904 720420

Escrick Pre-School Playgroup registered in 2002 and is run by a committee. The pre-school employs six members of childcare staff. Of these, the manager holds qualified teacher status, two hold appropriate early years qualifications at level 5 and two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during 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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