

# Inspection of Embsay Children's Centre

Pasture Road, Embsay, Skipton, North Yorkshire BD23 6RQ

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Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children of all ages are highly inquisitive, confident and talkative, demonstrating a very positive attitude towards learning. The youngest children explore their stimulating playroom confidently, while practising their early walking and communications skills. All children form extremely secure emotional attachments with staff. They listen attentively to stories and join in with songs and their actions enthusiastically. Very young children make choices in their play, for example, when they select wooden jigsaws to investigate. They are self-assured as they lift out the different-shaped pieces and work out how to replace them.

Older children listen actively and talk confidently about their family and experiences. They ask questions and staff help them to work out the answers. Children recall their past activities and share their ideas and feelings. They take the lead in their play and show great independence. Children relish having adventures outdoors in the exciting play area, such as in the large wooden pirate ship. Those who prefer to learn outside, practise their mark making using brushes and water or crayons and paper. The caring and well-qualified staff ensure that all children feel happy and safe and learn to the best of their abilities. They get to know children exceptionally well from the start and plan activities that match their unique interests and qualities. Staff have ambitious expectations of children's behaviour and development.

## **What does the early years setting do well and what does it need to do better?**

- The passionate and dedicated managers and staff team have a clear vision of what they want children to achieve in the exceptionally inclusive setting. They comprehensively review together across areas of the provision and take swift action to make improvements. Managers collect the views of parents and children. These are used to inform changes, for example, to menus.
- Staff demonstrate excellent teaching skills and a superb knowledge of how children learn, including how to offer challenge. They access targeted continuous professional development that is directly linked to supporting individual children and groups. This helps all children to achieve the very best outcomes for their ages and abilities. Staff identify any gaps in children's learning and act promptly to help narrow these rapidly. They appreciate the manager's extensive and ongoing provision for their well-being.
- Staff are highly positive role models for children, who behave especially well. Children of all ages play cooperatively alongside others and, when ready, form firm friendships. They willingly share resources, take turns and use wonderful manners, such as spontaneously saying 'please' and 'thank you'.
- Babies and young children demonstrate outstanding skills in early communication. Young children use gestures and eye contact to initiate

interaction with adults, including the inspector. For instance, young toddlers point to the pictures on their jumpers to encourage a response, and are delighted when they hear and copy the words they need. Children help their peers by finding their water bottles, using the photographs attached to them to identify the correct drink. Toddlers laugh with glee when they hear warm praise for their efforts.

- Staff have an expert approach to language development, including support for children with special educational needs and/or disabilities. They clearly pronounce and repeat words and explain skilfully what they mean. Staff's use of thoughtful questioning encourages children to think creatively and take time to answer. This helps to promote children's speech and understanding. Staff make the most of Makaton signing throughout the nursery.
- Babies hugely enjoy looking at books and hearing rhymes. Children listen intently to stories about their feelings. Those approaching school age learn to write their names. This supports their early literacy very well and helps them to prepare for their future learning. Children learn to count, complete simple calculations and find out about shapes and measurement while they play. They frequently practise their early mathematical skills. Children have free access to an exciting range of art and craft materials. For instance, they show good hand-to-eye coordination while handling a syringe to add water to powder paints. They mix these together and name the new colours that they create.
- Partnership working is extensive with parents, schools and other settings, as well as relevant professionals. Parents greatly appreciate the highly effective strategies for communication about their children's care and development and support from staff. They are well equipped to continue learning at home. Arrangements for moves between rooms, other settings and eventually schools are exemplary.
- Daily access to the large outdoor area provides a wealth of opportunities for vigorous exercise, fun and fresh air. Children are able to access all areas of learning outside. They benefit from nutritious and inviting meals and follow rigorous hygiene routines.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff place the highest priority on children's welfare and well-being. They are extremely well trained, including in wider child protection issues, and knowledgeable about the signs of potential abuse. All staff are confident in following local procedures, details of which are frequently updated. Managers and staff regularly review policies and procedures at staff meetings, which helps everyone to have a thorough understanding of them. Safer recruitment and suitability procedures for new staff are comprehensive. Staff benefit from a robust induction process, regular supervision and discussions. They ensure that they supervise children closely, while also encouraging them to take safe risks, such as when they climb and balance in the garden area.

## Setting details

<b>Unique reference number</b>	400136
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117602
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	Caroline Midgley and Simon Midgley Partnership
<b>Registered person unique reference number</b>	RP523120
<b>Telephone number</b>	01756 793286
<b>Date of previous inspection</b>	13 November 2014

## Information about this early years setting

Embsay Children's Centre registered in 1992. It is privately owned and managed. The nursery employs 15 members of staff who care for the children, all of whom hold appropriate early years qualifications at level 3 or above. A number of staff hold higher-level qualifications, including qualified teacher status, undergraduate degrees and masters degrees relating to early years practice. The nursery also offers care for school-aged children before and after school. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Cathryn Clarricoates

## Inspection activities

- The manager showed the inspector around all areas of the premises used for childcare and explained how these are used to deliver the curriculum across age groups.
- The inspector observed the quality of teaching inside and outdoors and assessed the impact of this on children's learning.
- The manager and the inspector completed and discussed a joint observation of an activity.
- The inspector reviewed documentation, including evidence of the qualifications and suitability of staff.
- The inspector spoke with managers, staff and children. She took account of the views of parents expressed on the day of inspection and in written feedback.

We carried out this inspection 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.

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