

# Inspection of Esscroft Private Nursery

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

---

Inspection date: 19 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy, safe and secure in the nursery. Staff are nurturing, professional and very passionate about their work with children. They have the highest expectations for them and meet their individual needs very well. Babies thrive and make very good progress physically and socially. Children who show delay in their learning are quickly identified and supported with individual plans. Older children show high levels of confidence in their own ability. They are keen to join in with experiences, which help them develop the skills they need to start school. For example, at mealtimes they show good levels of independence as they self-serve lunch and carry their plate back to the table. Staff praise children consistently for their positive behaviour. Older children have impeccable manners and young children learn how to be kind to each other during play.

The manager prioritises staff's well-being and effectively supports her team. They work together to drive forward improvements in the nursery and use feedback from parents and children to make changes. For example, the outdoor learning environment has been enhanced to provide a challenging curriculum for children who prefer to learn outside. During the COVID-19 pandemic, parents were unable to come inside the nursery to drop off and collect their children. Staff worked very hard to maintain communication to minimise any negative impact on continuity for children. This helped children to continue to be settled and their individual needs met effectively.

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

- Leadership is a significant strength in the nursery. The manager is highly skilled, knowledgeable and committed to providing children with high standards of care and learning. She has high expectations for every member of staff and supports them in their professional development. For example, she is currently working with the senior team to develop their leadership skills and provide mentoring to newly qualified and unqualified staff.
- The curriculum is balanced, exciting and stimulating for children. Staff know children extremely well and plan experiences, which are based on their interests and developmental needs. Babies are supported to take steady steps and delight when staff celebrate their achievements. Staff focus on building up young children's vocabulary using rhymes and songs in group times. Older children have opportunities to embed their new skills through independent play.
- Children's individual needs are at the heart of all decision-making. For example, although some children are not in receipt of funding, staff provide one-to-one support to help them to make progress and work beyond expectations to support families. This has had a positive impact on children's language and gaps in their development are closing.

- Staff recognise the importance of preparing children for the next stages in their learning, such as starting school. Children in the pre-school room begin to develop mathematical skills, using sparkly pom-poms and number resources. They show excitement as they accurately count the spots and staff sensitively support them to draw numerals in the sand.
- Partnerships with other professionals are highly effective and have a positive impact on children. For instance, staff have close relationships with school teachers in the area. They share information about learning and work together to provide consistency for children. In addition, staff work alongside other professionals, such as speech and language therapists, to achieve common targets.
- Parents are extremely positive about the nursery and are keen to leave feedback to contribute towards the inspection. For example, they say the assessment reports 'capture the essence of their child' and staff know them exceptionally well. Others describe the setting as their extended family and feel the staff go 'above and beyond' to help them. Currently, the manager is considering new ways to share children's photos with their families.
- Children have a good understanding of how to stay safe and healthy. For example, staff provide age-appropriate risk assessments for older children in outdoor areas, such as pictures of how many children are safe to play in the tree house. Young children wash their hands independently and begin to use the potty and toilet. Staff ensure children have ample time outdoors in the fresh air. The nursery employs a chef who provides children with tasty, healthy, nutritious meals, which they thoroughly enjoy.
- Staff are excellent role models for children. They show they are passionate about their work with children, consistently showing enthusiasm and genuine care for children. Staff model good manners and gently remind children to use 'kind hands'. Young children begin to learn how to take turns during play and staff sensitively support them when they struggle.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised consistently across the whole nursery. The manager ensures staff are fully supported with a highly trained safeguarding lead in each room. This helps them to identify, record and report concerns about children swiftly and without delay. Staff are knowledgeable about a wide range of potential signs of abuse and regularly review the local safeguarding board procedures to ensure they are up to date. The manager completes specific risk assessments for areas in the nursery and for children who have medical needs, such as allergies. In addition, children are taught how to stay safe when using equipment outdoors and talk about how to play safely. Parents are happy with the extra safety measures in place to reduce the spread of COVID-19 and receive clear information about new guidance.

## What does the setting need to do to improve?

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

- support less-experienced staff to build confidence in their role and raise the quality of their practice
- explore more efficient ways to share children's ongoing photos with their parents, so they continue to receive daily updates and it is less time consuming for managers and staff.

## Setting details

<b>Unique reference number</b>	EY543283
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10214929
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Esscroft Private Nursery Partnership
<b>Registered person unique reference number</b>	RP543282
<b>Telephone number</b>	01943 864174
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Esscroft Private Nursery re-registered in 2017. The nursery employs 18 members of childcare staff. Of these, two are qualified teachers, six have appropriate early years qualifications at level 6, one has level 5, four have level 3 and two have level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, indoors during planned activities with children of different ages.
- The inspector held a discussion with manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022