

# Inspection of Quackers

16 Low Green, Copmanthorpe, YORK YO23 3SB

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Inspection date: 1 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children thrive in this stimulating outdoor playgroup. They enjoy every moment of the time spent in the company of the caring and experienced staff. Staff skilfully plan opportunities to inspire children's imagination and curiosity. Children explore the world around them as they learn to think and act for themselves. For example, they carefully turn over fallen branches to identify the creatures underneath, or work out ways to compare the sizes of the plants that they are growing. Children explore the scents and textures of the herbs and other ingredients they add to their recipes and potions. Children learn to count, draw and measure. They are learning to solve problems, reason and explain their thinking.

Children are safe and secure. They learn to make positive decisions about the risks they take in their play. Children climb and clamber over steep grassy slopes and wooden fences, or wade through deep muddy puddles. They challenge themselves to reach higher and go further. Children are extremely thoughtful and well behaved. They invite others to join in their games, or seek out someone who has not got a hand to hold when they go on their daily walks. Staff's high expectations ensured that the playgroup continued to develop through the COVID-19 pandemic. Staff provided even more outdoor experiences, and maintained thorough communication with children and their families.

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

- The inspiring manager and her highly qualified staff work seamlessly together. They have a very deep understanding of how children learn and progress from their extensive research, training and shared experiences. Staff hold frequent meetings to discuss children's individual needs and interests in detail. They use their knowledge to plan a rich and varied curriculum that supports all children to achieve their full potential.
- Staff nurture children's communication skills extremely well. They constantly engage children in meaningful and motivational conversations. Staff draw on children's experiences to help them build a rich vocabulary and understanding. For example, children describe how they are adding 'moats' and a 'drawbridge' to their castles made of sand, mud and natural objects.
- Children learn to be extremely confident. For example, they hold discussions with the adults they meet on their daily walks about the seasonal changes they have seen. Children love to leap on tree stumps to recite nursery rhymes and songs. They tell adults about the 'snowdrops' and 'daffodils', which they see on their walks.
- Staff promote children's love of reading and books. Children enjoy looking at the photo books made about their lives in the playgroup. Staff skilfully read a wide range of stories. They choose books which stimulate and enrich children's

knowledge of their world. For example, children create an imaginative land with drawings and models in a range of media, based on a story about a train. Staff build on children's listening skills and imagination by progressively introducing them to books with more text and fewer illustrations.

- Staff support children's personal development very effectively. They provide a warm and nurturing environment, where children know that they are cared for. Staff identify and help children to address any gaps in their personal development. For instance, they teach children to share well, and also to be gently assertive and form their own opinions.
- The well-qualified manager provides an excellent range of training and support to other early years practitioners locally and further afield, particularly in the value of outdoor learning. She inspires her own team to achieve higher qualifications at graduate levels and beyond. This knowledge significantly contributes to children's learning experiences.
- Children develop excellent physical skills. They balance, jump and run on imaginative obstacle courses, which they create with planks, tyres and other objects. Staff help children to develop their fine-muscle control by, for example varying the size and shape of the ladles they use to carry liquids, sand and mud. This also supports children's mark making and early writing skills.
- Parents highly recommend the playgroup. They feel that it is at the heart of the local community. They appreciate staff's extensive knowledge of their children and the support they offer for their children's learning at home. Parents welcomed the communication which staff maintained throughout the COVID-19 pandemic and steps, such as re-organising entrances and exits, to keep everyone safe.
- Staff help children to understand and appreciate the world beyond their immediate family and community. They learn about international children's rights through stories and projects shared with parents. Children find out that in some countries children do not have enough water. They experiment with ways to recycle and save water in their play to deepen their understanding.
- Children with special educational needs and/or disabilities (SEND) receive strong well-matched support from staff. This helps to prepare them well for their later learning and, in particular, a smooth transition to school.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures that staff update their safeguarding knowledge continually through training, discussion and staff meetings. Staff confidently know the signs that indicate a child may be at risk of abuse or neglect. They understand the procedures to follow if they have a concern about a child's well-being. Staff have an excellent understanding of broader concerns, such as protecting children from extreme views. They teach children to identify and manage risks. Children know how to keep themselves safe in the setting, or when they are out and about in the community.

## Setting details

<b>Unique reference number</b>	EY433460
<b>Local authority</b>	York
<b>Inspection number</b>	10131620
<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>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Godfrey, Hilary Menna
<b>Registered person unique reference number</b>	RP511339
<b>Telephone number</b>	07976 008953
<b>Date of previous inspection</b>	4 November 2015

## Information about this early years setting

Quackers registered in 2011 and is located in Copmanthorpe, York. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 6 or above, including one who holds early years professional status and three who hold qualified teacher status. The playgroup opens during term time from 8.45am until 3.15pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the playgroup with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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