

Inspection of Gargrave Pre-School

Gargrave Pre-school, Neville Road, Gargrave BD23 3RE

Inspection date: 9 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and engaged in their learning at this bright and colourful pre-school. They feel safe and secure, and their behaviour is very good. Children play alongside and cooperatively with each other. They talk openly with their peers and adults in the setting. Children's speaking and listening skills are well developed. They follow the routines of the pre-school. Children follow simple rules, such as washing hands before snack, putting aprons away, and clearing away their used cups and plates. They show high levels of independence.

Children are exposed to a wide range of experiences in the community and the wider world. They visit a local care home and perform songs and rhymes for the residents, creating pictures to share with them. The pre-school welcomes visitors from the wider community. The vicar comes to talk about his role in the church. Children bring in their soft toys to see the vet, and the dentist sets up a play examination room, where children show the dentist their teeth. Children learn about the people who help them. This broadens children's experiences and knowledge of the world around them.

Managers have a good overview of the curriculum and what they want children to learn. The curriculum is well planned and sequenced to take account of the differing needs of the younger and older children. For example, younger children have access to large rolling pins to use with the play dough, while older children develop their fine motor skills by manipulating the play dough with their fingers. As a result, children make good progress in their development.

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

- Routines are planned for children to engage in songs, stories and rhymes. Children take delight in dancing with scarves, waving them about and putting them over their heads during music time. They listen to stories intently in small and large groups. Children develop a love of books, stories and rhymes.
- Lunchtime is a social time for children, who sit in small groups with an adult and talk about their day. Children are encouraged to develop their self-help skills by managing their own lunch box. This develops children's independence and communication skills, which they can use when moving on to school.
- Children take 'Ted Bear' home for the weekend. They then share with their friends what they have been doing. Children have opportunities to share their own experiences, such as through holiday sheets and the family board. This helps to give children a sense of identity.
- Staff plan activities to support the involvement of families, such as on Mother's Day and Father's Day. Parents come into the pre-school and spend time with their children. Parents tell the inspector how they 'enjoyed making kites and

flying them on the field with their children'. This helps to develop a strong parent partnership.

- Parents feel well informed about what their children have been doing at the pre-school. They access pictures of activities their children have been engaging in during the day through social media. Staff send activities home for children to complete during the holidays, such as 'collect five autumn things' for an autumn display. However, parents are not as well informed about what their child is learning or their next steps in development. This means that parents are not able to continue this learning at home as easily.
- Staff know children very well. They know where children are in their learning and what their next steps in learning are and how to support these. Children with special educational needs and/or disabilities (SEND) are extremely well supported. Any additional support is quickly identified and sought. Staff work with outside agencies to support children. They meet children's individual needs to ensure that children can take part in all aspects of the learning environment. As a result, children, especially children with SEND, make very good progress.
- Staff plan exciting and stimulating activities to engage children. Resources are easily accessible to develop children's independence and choice. Children can take control over their own learning. However, not all staff are always clear on what they want children to learn from a planned activity. For example, during an activity to develop the use of scissors, staff did not teach children how to hold and use scissors correctly. This means that children do not always develop a skill as quickly as they could.
- Children's transitions are well managed. The pre-school has strong links with other providers. Staff share information with the before- and after-school provision to ensure that parents are informed of their child's day. Good links with the Reception class teacher ensure that children are well prepared for starting school. Children move between the settings confidently.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They know the signs and symptoms of abuse and where and how to report any concerns. Robust procedures are in place to check staff's ongoing safeguarding knowledge. All staff are trained in safeguarding, paediatric first aid and food hygiene. The pre-school is safe and secure. Staff complete risk assessments daily to ensure a safe environment. The first-aid box is checked and taken on all outings. Children practise fire drills and have visits from the fire service and talk about the dangers of Bonfire Night. This teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the information already shared with parents to make clear what their children are currently learning and their next steps in development
- build on staff's knowledge of the curriculum so that they are clear in what they intend children to learn from all activities.

Setting details

Unique reference number	2616452
Local authority	North Yorkshire
Inspection number	10265787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	21
Number of children on roll	26
Name of registered person	Gargrave Pre-School Limited
Registered person unique reference number	2616450
Telephone number	01756 748377
Date of previous inspection	Not applicable

Information about this early years setting

Gargrave Pre-School registered in 2021 and is located in North Yorkshire. The pre-school employs five members of childcare staff, all of whom hold relevant qualifications at level 2 or above, and one holds a qualification at level 6. The pre-school is open during term time, from 8.30am to 3.20pm, Monday to Friday. Occasionally, the pre-school opens for a few days during the school holidays. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Miriam Caldecott

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 inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector observed the interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of a group activity with the deputy manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents and grandparents shared their views of the setting with the inspector.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022