

# Inspection of Willerby & Kirk Ella Pre School Ltd

St Andrews Memorial Hall, Beverley Road, Kirk Ella, Hull, North Humberside HU10 7AA

---

Inspection date: 12 January 2024

---

## **Overall effectiveness**

## **Outstanding**

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**

Practitioners are extremely passionate, caring and very enthusiastic. They get to know all children very well. As a result, children form strong attachments with practitioners. Children settle immediately. They play and learn in a safe and exciting learning environment. Practitioners are affectionate to children, which is reciprocated. They provide support to children that are quiet and offer them reassurance. All children engage fully. Practitioners provide an ambitious curriculum which is based on children's individual needs. For example, they turn a number game into a memory game by turning cards over to follow children's interests in being detectives. Children are extremely happy and content.

Practitioners have high expectations for children's learning and development. They complete thorough assessments and observations of what children can do. They use this information securely to plan children's next steps in learning and challenge them. Practitioners deliver targeted interventions, such as strategies to support children's early communication, speech and language. The curriculum is embedded securely and consistently across the setting. Children make excellent progress, including children with special educational needs and/or disabilities.

Children's behaviour is exemplary. Practitioners are skilled in gaining children's attention and maintaining it. For example, practitioners role play baking a cake, using large expressive hand gestures and facial expressions. They adapt the tone and volume of their voice, showing excitement and passion. This encourages children to be curious, motivated and enthusiastic. Children are eager to join in and are kind to their friends. They share resources and help each other to use scissors safely. Practitioners are kind and responsive to all children's needs. They pay careful attention to those children who are new and settling in. As a result, all children are confident and learn to behave well.

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

- Practitioners provide lots of opportunities for children to strengthen their large muscles. Children excitedly race their friends on bicycles. They learn to ride fast and slow and how to stop and start. Children negotiate space and obstacles. Practitioners teach children about speed and distance. They support children to balance and ride scooters. Practitioners celebrate children's achievements when they successfully master the skill of balancing. Children increasingly show high levels of confidence in social situations when learning to ride bicycles.
- Practitioners embed mathematics throughout the curriculum. Children scoop and pour sand into different-size containers. Practitioners teach them about volume, size and weight. Children link chains together and pull them apart. Practitioners encourage them to sort by colour, counting as they do so. Children play exciting

mathematics games, such as pretending to be detectives to search out hidden numbers. They learn about shapes when connecting construction pieces. Practitioners support children to make the shapes with their hands and fingers. Children develop the knowledge they need for when they start school.

- Children develop their imaginations. They dress up as superheroes and pretend to be strong and help their friends. Practitioners encourage children to use their imaginations to create a world filled with their favourite dinosaurs. They learn rich new language, such as 'pterodactyl', 'extinct' and 'superpowers'. Children show curiosity in their play.
- Practitioners are highly successful at giving children experiences that promote an understanding of people and communities. Children take part in recycling. They learn what happens to rubbish and what it does to the environment. Children grow vegetables and flowers. Practitioners teach children about life cycles. They provide opportunities for children to meet professionals from different occupations. Children meet police officers, nurses, dentists and vets. This helps them to learn about the people who help them and how to keep themselves and their friends safe.
- The setting has a mascot called 'Ginny the Giraffe'. Children take the mascot home and learn how to take care of him. They take him on holiday and to visit different countries. Practitioners encourage children to take part in 'show-and-tell sessions' when they return. Children confidently talk about their adventures with the mascot. They recall items they needed and why, such as 'sun cream' and a 'hat' for hot weather. This helps children to take responsibility for their own learning.
- Practitioners work extremely well with parents. They provide a whole-family approach to the children in their care. Parents are part of their child's learning and progress. They set goals, create plans together and engage in activities through home learning. Practitioners share information through information boards, learning journals and meetings. Parents report that communication sharing and support are excellent. They feel part of their child's learning.
- The manager ensures that practitioners receive focused, effective professional development. Practitioners carry out regular peer observations to improve the quality of education. As a team, practitioners reflect, share ideas and create new activities for practice. They have regular supervision sessions and appraisals. The manager encourages training and ownership of the curriculum. Practitioners feel valued and appreciated. This impacts the care and education which they provide for all children.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY314754
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10308185
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Willerby & Kirk Ella Pre School Ltd
<b>Registered person unique reference number</b>	RP525852
<b>Telephone number</b>	01482653083
<b>Date of previous inspection</b>	23 March 2018

## Information about this early years setting

Willerby & Kirk Ella Pre School Ltd registered in 2005 and is located in Hull. The pre-school employs nine practitioners. Of these, two practitioners have childcare degrees. There are five practitioners who hold appropriate early years qualifications at level 3 and level 2. The pre-school operates during term time, from 8.50am to 12.50pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jackie Ward

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the pre-school with the inspector.
- Children communicated with the inspector during 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 2024