

Inspection of Escrick Pre-School Playgroup

Village Hall, Main Street, Escrick, York, North Yorkshire YO19 6LQ

Inspection date: 14 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to learn. They confidently settle into the routine of the day. The morning starts with registration. Staff use this time well to incorporate early mathematical skills. Children and staff count the number of children present and what number comes next if another child arrives. They try to guess what is in a child's birthday gift based on its shape. They accurately determine that it is not a ball as it is not round or a book because it is not flat.

Children are eager to get involved in creative experiences. They use their fine motor skills to create objects of interest with magnetic shapes. Meaningful conversations are held on the constructions that children have made. Children develop the muscles in their hands and fingers as they make birthday cakes for their friends out of play dough. They finish their cakes with decorations and candles before bursting into a chorus of 'Happy Birthday'.

Rules and expectations are encouraged in age-appropriate ways. For example, a sand timer is used to help children to understand when an activity is going to end. Children watch the sand go down then start to return resources to where they belong. This promotes children's understanding of how to take care of their play environment.

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

- Leaders have clear learning intentions for their well-sequenced curriculum, overall. This emphasises supporting children to become excited and ready to learn through igniting their curiosity. The committed team does this by offering a wide range of experiences that builds on what children already know and can do. Knowledgeable staff understand how to plan 'in the moment' to support children's developing ideas and learning.
- Children have a positive attitude to learning. They eagerly explore the daily activities that have been provided, based on their current interests. For example, children have shown an interest in magnets. They use magnetic wands to try and pick up objects. Staff introduce new words and ideas to identify metal objects. They talk about metals being 'magnetic' and how metal objects feel 'cold'. This helps to expand children's knowledge of different materials.
- There is a strong focus on children's physical and emotional well-being. Opportunities are provided for children to engage in energetic physical activities and more relaxing physical activities, such as stretching and breathing exercises. Each day children are encouraged to express how they feel. They link the feelings to different colours to help them to remember the different feelings. This helps children to understand that there are a range of different emotions.
- Interactions between staff and children are plentiful. Staff support children's

language development well. They engage children in meaningful conversations and offer lots of opportunities for children to express their opinions. This is particularly clear in one-to-one and small-group activities. Children enjoy taking part in large-group activities, such as choosing which songs to sing. However, at times, too many staff offer variations of the same question at the same time. This means, on occasion, children do not know who to respond to or have time to interpret the question.

- Staff are attentive to the needs of individual children. They tailor their support to help all children and their families. This is built on information that is gathered during home visits and settling-in sessions. Staff use a range of assessment methods to ensure that children's progress is monitored effectively. This assists staff to identify what skills and knowledge children need to learn next. A good key-person system ensures that parents are fully informed about their child's progress, including through secure online platforms. Parents comment that the setting is 'amazing' and that staff understand and support children's 'uniqueness'.
- Staff speak positively about their roles. They say they feel valued and supported and receive regular supervisions from the approachable leadership team. Well-being is fully considered and supported by the management team. This enables staff to fulfil their role with confidence in a calm and harmonious atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- improve the planning of large-group activities so that staff implement the key learning intentions and extend children's learning in the most effective way.

Setting details

Unique reference number	EY243248
Local authority	North Yorkshire
Inspection number	10376316
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Escrick Pre-School Playgroup Committee
Registered person unique reference number	RP520943
Telephone number	07878377588
Date of previous inspection	24 May 2019

Information about this early years setting

Escrick Pre-School Playgroup registered in 2002 and is based in the village of Escrick. It is run by a committee. The pre-school opens Monday to Friday, during term-time only. Sessions are from 9am until 3pm. The pre-school employs three members of childcare staff. Of these, the manager holds qualified teacher status, and one holds an appropriate early years qualifications at level 5. The pre-school offers government funded places for childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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