

# Inspection of Esklets Pre-School

Station Yard, Danby, Whitby YO21 2JL

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Inspection date: 23 June 2022

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<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	Not applicable

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

### **The provision is good**

Children enjoy coming to the playgroup. They are happy when they arrive and begin to explore resources. Staff prepare the indoor and outdoor environments with a wide range of exciting experiences. They focus on helping children to learn through their play and exploration. Children access a full and varied curriculum. They make choices about their learning and are engrossed in activities, particularly outdoors. Young children enjoy the sensory experience as they dig in the tray with water beads. Older children use spoons and jugs to try and balance scales with flour. Staff extend their play and encourage children to discuss recipes. Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. They benefit from detailed and targeted plans, and have a dedicated member of staff to support their progress.

Children's behaviour is positive. Since the COVID-19 pandemic, staff have worked hard to help children learn how to share and take turns. Older children use strategies in their play, such as going to get the sand timer to make things fair. New children settle in quickly and staff provide flexible beginner sessions to help them get to know families. Partnerships with families are a significant strength in the playgroup. Staff maintain effective levels of communication with parents and promote continuity of care for children. Parents speak highly of the playgroup. They say that they know that their children are happy here and staff are 'very caring and supportive.'

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

- Children choose to learn outdoors for the majority of their time at the playgroup. Staff help children to understand how to stay safe in the sun. Children know that they need to wear hats and sun cream. They develop good physical skills. Children use trikes skilfully to move around a track, and they dig in a large sandpit with diggers and tractors. Older children concentrate as they use scissors safely.
- The manager has a clear vision for the curriculum and shares the playgroup's ethos with staff. For example, staff attend training which helps them to understand how to use 'teachable moments' to extend children's learning as they play. They provide a specific focus for different children each week and observe their development. However, during these times, staff do not consistently focus their teaching or challenge the other children further.
- Staff encourage children to take an active part in their own self-care. Children show good levels of independence. They use the toilet and wash their own hands. Children are confident to ask for help. Staff encourage them to keep trying and persevere to develop new skills. This helps children to become resilient and they develop good levels of self-esteem.

- Children use mathematical language accurately throughout their play. They make particularly good progress in this area of their development. For example, older children count the ladybirds in a story and know numerals to 20. They describe different sizes and talk about 'full' and 'empty' as they experiment with water in their pretend cafe.
- Staff help children to learn about their community and reflect their home lives in the playgroup. For example, children have pictures of their family pets on the board, and photograph books in the cosy area indoors. Children visit parks in the local area and go to the village station to get the train. However, staff do not provide children with opportunities to learn about the wider world or other cultures.
- Children develop good communication skills. Staff identify any potential delays in children's language swiftly and provide children with focused support. For example, they help children to feel relaxed in their play and begin conversations about things they are interested in. This helps children to begin to use more language and talk in sentences. Children enjoy story time and singing with the manager. They sit well in the circle and join in using props.
- A significant strength of the playgroup is the way in which staff support children with SEND. The manager ensures that staff have specific training to help them meet children's individual care and learning needs. Staff research medical conditions and work in partnership with all other relevant professionals.
- The manager works with children alongside the staff team. She has high expectations for all who attend. Staff say that they feel very supported in the playgroup and are very happy here. They are dedicated and passionate about their work with children. Staff benefit from regular team meetings and feedback about their practice. This helps them to make continual improvements which have a positive impact for children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise children's safety. They understand the importance of identifying potential signs of abuse swiftly and know how to record and report concerns. The manager works closely with the staff team and shares safeguarding updates from the local safeguarding partnership. Staff are aware of any child protection concerns in their local area. They have a good knowledge of safeguarding issues, such as female genital mutilation and exploitation. The deputy manager leads the process to recruit new staff. She has attended safer recruitment training and follows robust procedures. Children learn how to stay safe. Staff use children's play to teach them how to cross the road safely and what the different colours of traffic lights mean.

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

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

- focus teaching to challenge children consistently and help them to make the best possible progress towards their individual learning goals
- enhance children's understanding of the wider world and people beyond their own community.

## Setting details

<b>Unique reference number</b>	EY551012
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10127526
<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>	1 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Esklets Preschool CIO
<b>Registered person unique reference number</b>	RP551011
<b>Telephone number</b>	01287 660173
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Esklets Pre-School registered in 2017 and is located in Whitby. It opens during term time, from 8am to 4pm on Monday, Tuesday, Thursday and Friday. The setting employs four members of childcare staff, all of whom have an appropriate early years qualification at level 3 or above, including the manager. It 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 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 her evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and the inspector, outdoors during experiences for children.
- The inspector held a discussion with the 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.
- The inspector spoke to parents and obtained feedback for the inspection.
- The inspector discussed children's learning and development with the staff team and the nursery manager.

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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