

Inspection of Elvington Under Fives

Dauby Lane, Elvington, York, North Yorkshire YO41 4HP

Inspection date: 11 July 2024

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 are extremely settled and secure in the setting. The strong key-person system enables children to build positive relationships with their caregivers. Children know the routine of the day and automatically move on to the next part of the day with little direction from staff. They know that following snack comes group circle time. This supports them to be confident to explore the environment and lead their own learning.

Excellent relationships with the local school enable children to transition seamlessly on to the next stage in their learning. Children visit the school regularly to familiarise them with the environment, the routine of the day and meet the teaching staff. They are invited to participate in school events. This supports them to be emotionally and physically prepared.

Children are able to explore an engaging and inviting learning environment. The well-planned and sequenced curriculum ensures that all children can make good progress from their starting points and maintains their interest. Consequently, they display excellent behaviour. The well-resourced outdoor area enables children to take their learning outside and follow their individual interests. Staff know the children very well. They accurately assess children's development and identify the next steps in their learning. They use tracking systems to ensure children continue to progress in their development.

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

- Staff have a clear intent about the skills they want children to have on leaving the setting. They adapt activities to target children's specific learning needs and the next steps in their development. All staff know the children well and how to follow their interests to progress their learning further.
- Staff use lively storytelling to engage all children. Children sit and listen intently and speak confidently in front of their friends. Their language development is further promoted as staff introduce new words and talk about different words with the same meanings. Children ask questions and staff enable them to relate their discussions to home. This contributes to children's overall language development and expansion of their vocabulary.
- Staff enable children to expand on their mathematical understanding. The activities provided enable children to recognise numbers and count. They learn about quantities as the staff help them to think about more and less. Children count pieces of play food to reflect the numbers they can see on the stones.
- Staff help children to manage their feelings and express themselves. The use of the calm area allows children to spend time in an identified area where they can talk about and express their feelings. Children are very well behaved and well

mannered. They are kind to their friends and exceptional at sharing.

- Children learn about healthy choices. Staff talk to them about the fruits they are eating during snack time and what needs to happen before eating fruit, for example cutting grapes into small pieces and peeling bananas. Staff discuss healthier foods during lunchtime as children eat their packed lunches. Children know that healthy food and drinks enable them to grow strong and stay hydrated.
- Staff promote children's independence by encouraging them to put their own shoes and jackets on for outdoor play. Children access the toilet independently, with support given as needed. Children help to hand out plates and cups during snack time. However, there are missed opportunities for children to build their independence skills further by pouring their own drinks and using tools to select their own fruit.
- Staff have taken action since the last inspection to continue building on and improving the provision. They have introduced an information-sharing system for parents and regularly seek feedback from others to inform their evaluation of the setting.
- Staff swiftly identify children who may need support with their speech and language development. They use an assessment system to identify any delays and take action to signpost and assist parents to seek help for their children. They use proven strategies to enable children who have not received formal support from professionals to continue to progress in their development.
- Parents feel they are kept up to date regarding their children's progress. The use of an online app enables the sharing of information between staff and parents. Parents know their children's key persons and appreciate the ideas given to support children's learning at home.
- Although there are opportunities for discussions between the manager and staff, these are not formalised to ensure effective supervision arrangements are in place to contribute to raising the quality of the setting even further.

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:

- formalise arrangements for supervision to contribute to raising the quality of the setting further
- build on opportunities to maximise children's developing independence even further, particularly during snack time.

Setting details

Unique reference number	321546
Local authority	York
Inspection number	10354501
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	26
Number of children on roll	18
Name of registered person	Elvington Under Fives Playgroup Committee
Registered person unique reference number	RP518344
Telephone number	01904 607515
Date of previous inspection	20 November 2018

Information about this early years setting

Elvington Under Fives registered in 1992. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Sessions are from 8am to 3pm, Monday to Friday, during term time. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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