

Inspection of Aspin Park Early Years Group

22 Wetherby Road, Knaresborough HG5 8LQ

Inspection date: 12 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this pre-school. They run into the setting, eager to start their session. There is an effective key-person system in place to support all children. Children attend settling-in sessions before they start. Newer children who are tearful are well supported. They have cuddles on staff's knees until they are happy to explore the activities without support. As a result, these children settle quickly.

There is a sharp focus on supporting children's developing communication and language. Staff engage in imaginative play to develop language. For example, children make 'soup' in the mud kitchen. Staff use a range of words within play to extend children's learning, such as 'gnocchi', 'ingredients', 'speciality' and 'seasoning'. This introduces children to new, meaningful vocabulary.

The manager plans an engaging curriculum and has high expectations of children's achievement and behaviour. She ensures that there is a focus on each area of learning throughout the year. A range of exciting activities and experiences are planned. Children become deeply engaged in their learning and behave extremely well. Staff have a clear knowledge of their key children and how to support their next steps in learning. Staff work with parents when children start, to ensure that they build on what children already know. As a result, children make good progress.

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

- Partnerships with parents are strong. Parents cannot praise the pre-school highly enough. They explain that they return to the pre-school with younger siblings. The pre-school shares a range of information with parents. Parents attend open evenings to discuss how the pre-school will support children to prepare for school. As a result, parents feel that their children are well prepared for school.
- The manager and her team constantly review their practice. They seek feedback from parents through questionnaires. Staff ask children what they enjoy and what they would like to do differently. Staff receive an induction when they start and have access to a range of professional development opportunities. This ensures that they keep up to date with any changes and feel knowledgeable in their role. Staff comment that they feel well supported by their manager.
- Mathematics is embedded into play, discussions and routines. For example, children use their 'counting finger' to count how many children are present at carpet time. Staff support children to understand a variety of shapes. They talk about the properties of shapes. This helps children to understand early mathematical concepts.
- Children's cultures and beliefs are very well supported and understood. Staff

demonstrate respect for children's beliefs and ensure that family traditions are adhered to. The pre-school teaches children about a range of celebrations. For example, children recently learned about Eid. They took Eid cards home to share with their parents. This gives children a sense of pride about their own religious beliefs.

- During carpet time, staff enthusiastically read a range of books. All children become engrossed in the story. Staff take time to explain parts of the book and ask children questions. For example, staff talk about what 'compost' is, how it is made and what it is used for. They sing a range of songs. Children excitedly request songs when they see the corresponding prop. Following the songs and stories, older children enjoy waiting for their name card to be held up. This supports them to recognise their own name. However, this means that the youngest children are expected to sit and wait for too long and become restless.
- Children behave exceptionally well within the pre-school. Staff support children to share and take turns. They explain the reasons if they do not wish for children to do something. For example, they ask children to take care outside to ensure that they do not bump into anyone. This supports children to begin to understand the consequences of their actions.
- Overall, children's independence is well supported. Children are given small tasks, such as collecting everyone's names after carpet time. This gives children a sense of responsibility. Children choose if they would like milk or water with their snack. However, some opportunities to develop their independence skills, such as pouring their own drinks or choosing their own snack, are overlooked.

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:

- ensure that children are not expected to sit on the carpet for extended periods of time, especially younger children
- provide more opportunities for children to develop their independence skills, especially at snack times.

Setting details

Unique reference number	EY500769
Local authority	North Yorkshire
Inspection number	10335177
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	41
Name of registered person	Aspin Park Early Years Group Ltd
Registered person unique reference number	RP906427
Telephone number	01423 865865
Date of previous inspection	6 June 2018

Information about this early years setting

Aspin Park Early Years Group registered in 2016. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including the pre-school manager who holds a qualification at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3.30pm Monday to Thursday and from 9am to midday Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Whiting

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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 2024