

Haxby Playgroups at Headlands

Inspection report for early years provision

Unique reference number	EY412044
Inspection date	15/07/2011
Inspector	Diane Turner

Setting address	Headlands Primary School, Oak Tree Lane, Haxby, YORK, YO32 2YH
Telephone number	01904764358
Email	haxbyplay@talktalk.net
Type of setting	Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Haxby Road Playgroups at Headlands has been registered since July 2010 and is run by a committee of volunteers. It operates from Headlands Primary School where it has use of one main playroom which has integral kitchen and toilet facilities. Opportunities are also offered to join in with the activities of the Early Years Foundation Stage children in their classrooms. There is an enclosed area adjacent to the playroom for outdoor play and the setting also has use of a woodland area and the Early Years Foundation Stage playground. Opening times are from 9am to 3pm, Monday to Friday during term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 20 children under eight years at any one time, all of whom may be within the early years age group, with none under the age of two years. It is also registered on the voluntary part of the Childcare Register. There are currently 63 children on roll and they attend for various times and sessions. There are seven staff employed to work with the children including the manager, of these, one has a childcare qualification at level 4, three have level 3 and one has level 2. The setting receives support from the local authority development workers, is a member of the Pre-school Learning Alliance and has completed step 1 of a quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very bright and stimulating environment where they engage in a good range of activities that overall cover all areas of learning with great success. Documentation is maintained to a good standard and systems to monitor children's progress are effective in most aspects. The highest priority is given to promoting inclusive practice and to ensuring children's individual needs are meticulously met. This is achieved through the excellent partnership working with both parents and any other professionals involved in the children's care and learning. Effective systems are in place to monitor the quality of the provision and to promote continuous improvement of a high standard. Staff, parents and children are all fully involved in the process, resulting in a service that is very responsive to the needs of all its' users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all aspects of learning are catered for effectively in the outdoor area
- develop further the system for monitoring children's progress in their learning and development.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. All staff attend training in child protection and as a result, they are confident in their ability to recognise the possible signs and symptoms of abuse and know who to refer any concerns to. Robust systems are in place for the recruitment and vetting of any new staff and to ensure students on work experience placements are fully aware of the limitations of their role. Maintaining a safe environment for children to play and learn is given high priority and is achieved through effective risk assessments. Documentation is maintained to a good standard, which ensures the efficient management of the service.

Excellent attention is given to promoting equality and diversity. Activities are planned around the children's individual interests and they are actively encouraged to make choices in their play and to have a say in the recruitment of new staff. Children with special educational needs and/or disabilities are supported extremely well. The member of staff responsible for this area is highly motivated and works meticulously with other professionals involved in the children's care and learning, to ensure their individual needs are met and that they reach their full potential. Children have very good opportunities to learn about the lives of people in other countries and how these may differ greatly from their own. Partnerships with providers of other settings the children also attended are extremely positive and the very good reciprocal sharing of information results in a highly effective and cohesive approach to their care. Links with the school that most of the children will move onto are excellent and this results in a seamless transition. For example, the children are free to join in with activities in the Early Years Foundation Stage classrooms during the session which means that they become very familiar and confident with the teachers and the classroom routines before they start there.

The manager has a clear vision of what it is she wants to achieve for the setting which is shared fully by the friendly and dedicated staff who work very well together. They carry out their duties diligently, particularly those related to being the children's key person. All staff are keen to attend further training and their performance is monitored successfully through annual appraisals. They provide children with an extremely well organised learning environment that has an array of colourful displays and a very good range of easily accessible resources. The outdoor facilities are excellent in terms of promoting children's health and well-being. Good systems are in place to monitor the quality of the provision and include audits, staff meetings and self-evaluation. Staff are keen to gain the opinions of the children and to act on these wherever possible. For example, the cafe style system that was trialled at snack time has been continued at the children's request. Development plans are clearly defined and accurately prioritise areas for future improvement. The highest priority is given to engaging with parents. For example, the information they receive prior to the placement beginning is excellent, leaving them in no doubt as to how the service operates. This is reinforced further by the very detailed prospectus they receive, information on the setting's web site and regular newsletters. Parents' ongoing satisfaction of the service is actively sought through discussion and questionnaires. Those spoken

to at the inspection all made very positive comments about the service and stated that they particularly like the children's learning journals and that the support they receive from their children's key person is second to none.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of how children learn and develop and interact well with them to support their learning. In turn, the children delight in involving the staff in their games, particularly imaginative play. Children are provided with a good range of activities overall. All areas of learning are covered very successfully indoors, however, the opportunities for children to engage in numeracy and literacy activities in the outdoor area are limited. This means children who spend the majority of their time outside may miss opportunities to extend their learning in these areas. Systems are in place to record children's progress and these are effective in most aspects. For example, staff make written observations and take photographs of the children's responses to the activities which are collated in their individual learning journal. However, staff do not always make effective use of the information when compiling termly summative assessments, to evidence how the children's progress is developing.

Children's personal, social and emotional development is promoted very successfully and as a result, they become very independent. For example, they decide which activities they would like to access including those on offer in the Early Years Foundation Stage classrooms. They confidently find their name card at snack time, choose what item of fruit they would like to eat and they clear their drinking cup away afterwards. They confidently engage visitors in conversation and state what it is they like about the setting, describing the staff as being kind. This also shows that they feel safe in their environment. The children have very good opportunities to engage in imaginative play. For example, they confidently write down their customers' order and prepare their meals in their pretend cafe and they become fully immersed as they set up their own band. They delight in pretending to play their guitars and drums and sing and coordinate their dance movements with great style. The children learn to behave well and this is evident as they sit amicably together for their story, remembering not to kneel up so those behind can see the book and as they line up sensibly when coming back indoors. Any incidents of inappropriate behaviour are dealt with in a sensitive and supportive manner by the staff.

The children have excellent opportunities to access fresh air and to engage in physical activities. They relish being outdoors, delighting in finding buried treasure in the sand and using magnifying glasses as they track a line of footprints. They confidently use the network of tunnels and delight in listening to the echoes of the sounds they make once inside. The children manage their own risks as they build and climb on resources, such as plastic crates and they delight in tasting the radishes they have grown in the garden. Their understanding of bodily awareness is very evident as they confidently explain why they need to wear a hat in the sun. They are not afraid to question visitors as to why they are not doing the same. The

children also have access to a woodland area where they take part in various exciting activities linked to the 'Forest school' initiative. For example, they learn to carry and use branches and sticks safely as they build dens and insect habitats and to be aware of the dangers of plants, such as stinging nettles.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met