

# Haxby Playgroup - Rising Fives

Inspection report for early years provision

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**Inspection date** 23/11/2011  
**Inspector** Elizabeth Dunwoody

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**Type of setting** Childcare - Non-Domestic

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## 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.

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## Description of the setting

Haxby Playgroup - Rising Fives was registered in 2003 and is run by a voluntary committee. It operates from a designated classroom within Ralph Butterfield Primary School in Haxby near York. There is a step to access the building via the side entrance with alternative level access to the rear. Once inside the building, the room and facilities have level access. A maximum of 20 children aged under eight years may attend the playgroup any one time; all of whom may be in the early years age group. The playgroup currently cares for children aged between three and five years. The playgroup is open Monday to Friday during term time from 9am to 3pm. A lunch club is also available. Children attend for various sessions and generally reside in the local area.

There are currently 41 children attending, all of whom are within the early years age group and are in receipt of funding for early years education. The playgroup supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The playgroup is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the childcare register.

There are five members of staff, including the manager and deputy who work directly with the children. Of these three hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The playgroup receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure, inclusive and welcoming environment. Staff know children very well and respect their individuality. Children are involved in a broad range of activities, which cover most areas of learning well and overall assessment records are well maintained. As a result children are making good progress towards the early learning goals. There are strong relationships between staff, parents and carers. Managers follow a well defined self-evaluation system to help identify areas to develop and maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop further use of observation and assessment to consistently plan and record children's next step in their developmental progress
- review routines to ensure opportunities for children to develop their awareness of how to keep themselves safe and recognize and avoid possible dangers are consistently provided.

## **The effectiveness of leadership and management of the early years provision**

All of the records, policies and procedures that support the playgroup to promote positive outcomes for children are well maintained. There are robust recruitment and vetting policies and procedures in place. As a result, children are cared for by qualified and experienced staff. All staff have an up-to-date understanding of safeguarding issues and procedures and the importance of reporting any concerns to the relevant agencies promptly. Good risk assessments of the premises and for specific outings are in place to minimise hazards in the playgroup.

The staff are enthusiastic and motivated. They are well-deployed throughout the playgroup and clearly enjoy their work, which is evident in the positive interactions with children. Good quality resources and effective organisation of the environment ensure that all children can move around the stimulating experiences easily.

Children's individual home backgrounds, languages and cultures are valued by staff and planned activities help to promote a positive approach towards equality, diversity and inclusion. The manager has a clear vision for the playgroup. She demonstrates a strong commitment to further development and promotion of all outcomes for children. She effectively involves others when reflecting on practice and carries out clear self-evaluation. As a result the recommendations made at the last inspection have been fully addressed.

Parents and carers are provided with helpful information about the early years provision. They are effectively encouraged to offer feedback about the playgroup through questionnaires and daily communication. Throughout the playgroup, displays about the Early Years Foundation Stage inform parents and carers about the learning and development opportunities provided. Staff work closely with other agencies and early years professionals, where appropriate, to secure children's inclusion and ease important transitions in their young lives. This ensures consistency and continuity is promoted for all children, particularly for children with special educational needs and/or disabilities and those who speak English as an additional language.

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

All the children are making good progress towards the early learning goals as staff give good consideration to their individual interests when planning activities. They enjoy the time they spend at playgroup, making good relationships with staff and each other. The key person system contributes to children's strong sense of belonging. Ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, these records are not always used consistently in planning and recording the next steps in a child's developmental progress. Although the good knowledge of staff means this has a minimal impact on children.

Children access a good range of resources which support them to develop their problem solving skills. They confidently observe numbers in their environment and develop concepts of numbers when they explore counting in their play as well as

during routine activities. Language and communication skills are strongly promoted throughout all aspects of playgroup life. A wide range of materials are readily available for children to practice their writing skills and to express their creative ideas. For example, children confidently write their name on art work and enjoy using chairs and other furniture to make a pretend bus. They use their imagination well as they take turns to be veterinarians at the role play vets. Children develop a good knowledge and understanding of the world around them through regular outings in the community. In addition photographs of the children at play are displayed throughout the playgroup and they participate in celebrations such as birthdays. Staff provide defined areas of play and easily accessible resources to promote children's independent play and exploration. In addition children enjoy free flow to the outdoor environment on a daily basis where they enjoy pretending to be fire officers putting out fires or using tools to build a house. As a result children are motivated to learn, which develops their skills for the future.

Staff are positive role models and as a result children's behaviour is good. The children are encouraged to help tidy away equipment and help with tasks, such as sweeping up sand. However, some opportunities for children to develop their awareness of how to keep themselves safe and recognise and avoid possible dangers are not consistently provided. A healthy lifestyle and good hygiene practices are promoted throughout the playgroup. Children's dietary needs are strictly adhered to. Activities are planned to support children's understanding of healthy eating such as using the carrots they have grown to make a nutritious soup. Meal times are informal, allowing staff and children to converse and interact.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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