

Hackness and District Under Fives

Hackness Village Hall, Hackness, Scarborough, North Yorkshire, YO13 0JW

Inspection date

27/11/2014

Previous inspection date

14/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good, particularly in the outdoors. As a result, all children, including those with special educational needs, make good progress across the seven areas of learning.
- Children are keen and active learners. This is because staff know them well and take into account their areas of interest and individual learning styles.
- There are effective procedures in place to help new children to settle-in and for them to move on to the next stage in their learning. Consequently, children develop confidence and are well prepared for the next stages in their development, such as attending school.
- The manager and staff team demonstrate a commitment to improving outcomes for families and understand their responsibilities to safeguard children. Therefore, children are protected from harm and their needs are fully met.

It is not yet outstanding because

- Some planned activities are not always sharply focused in order to fully maximise learning opportunities and support all children to make the best possible progress.
- Observations of staff practice are not regularly undertaken in order to fully support and reflect on the quality of teaching and learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed experiences for children in both the indoor and outdoor learning environments.
- The inspector looked at children's learning journeys and planning documentation.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector spoke to a number of parents/carers on the day and their views were taken into account.
- The inspector conducted a joint observation with the manager and checked the self-evaluation evidence.

Inspector

Michelle Lorains

Full report

Information about the setting

Hackness and District Under Fives was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hackness Village Hall on the edge of the North Yorkshire Moors, in Hackness near Scarborough. The group is managed by a voluntary committee. Hackness and District Under Fives serves the local area and is accessible to all children. It operates from one main hall and there is a fully enclosed area available for outdoor play. The adjacent recreation field and woodland is also used. The group employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The group supports students to work towards relevant childcare qualifications. Hackness and District Under Fives opens from 8.30am to 12.30pm, Monday to Friday. On Mondays, Wednesdays and Thursdays the group is open from 8.30am to 3pm, term time only. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The group provides funded early education for two-, three- and four-year-old children and supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- use opportunities to further extend children's learning during planned activities, to enhance their already good progress
- enhance the supervision of staff to include observations of their practice, in order to evaluate and reflect further on the impact of teaching and learning for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good, particularly during the forest school session. As a result, children make good progress, in relation to their starting points, across the seven areas of learning. Staff consider children's individual learning styles as they value outdoor learning and adopt the forest schools approach to teaching. For example, children enjoy exploring in the forest with magnifying glasses. They point out the different colours and sizes of leaves, collecting them in their bags. Staff extend children's curiosity and language by asking open questions and encouraging them to investigate. Consequently, experiences for children are interesting and stimulating, which means they develop into keen, active learners. Children demonstrate advanced mathematical skills as staff incorporate shapes and numbers into everyday experiences. For example, children ask staff if they can count for the game of hide and seek. Other children are able to point out rectangles and match

the number of spots on dominoes. This supports children to develop the skills they need in preparation for the next stage in their learning, such as school.

Staff encourage parents to contribute to children's learning by sharing their individual files with them and talking about the achievements their children have made. Children have a book bag, which they use to take home a book of their choice to read with their families. This supports children's emerging literacy skills and supports parents to extend children's learning at home. Staff complete regular observations of children and use the information collected to inform assessments, which are also shared with parents. For example, staff complete the progress check when children are aged between two and three years. Activities are planned for children to freely access, however, there are times when these are not as sharply focused. This means staff do not always make the best use of all learning opportunities. For example, children are not always supported in developing cutting skills as they are provided with pre-cut shapes, rather than scissors to attempt to cut out the shapes for themselves.

There are effective systems in place to support children with special educational needs and/or disabilities. For example, the special educational needs co-ordinator works alongside staff, parents and other relevant professionals, such as speech and language therapists, to support children. This ensures their needs are fully met and promotes continuity of learning for children.

The contribution of the early years provision to the well-being of children

Staff are very good role models for children. They teach them how to work together and be kind to each other. Consequently, children are very polite and manage turn taking without support. For example, during games children help each other and wait patiently until it is their turn to put the dominoes down. Staff use the forest school session effectively to teach children how to manage appropriate risks for themselves and practice appropriate safety measures. For example, children have a good awareness of water safety, as they do not go near the stream. They walk together in pairs and know to regroup in the clearing when they hear the whistle. Other children observe their peers climbing and remind them not to go too high in case they fall. Staff manage behaviour very positively and offer praise to children throughout the day. As a result, children's behaviour is impeccable and they benefit from clear and consistent boundaries, which they do not need reminding about.

Children develop an awareness of what contributes to a healthy lifestyle. This is because staff model how to wash hands and talk to them about the importance of this. Children sit together to enjoy a healthy snack of fresh fruit and toast, which staff tell them will fill their tummies ready for the walk in the forest. During lunchtime, children talk about their favourite foods, which staff extend to discuss which ones are healthy for them. Children develop independence and self-help skills as staff encourage them to put on their own boots and waterproofs. Staff support and prepare children for the next stages in their development, for example, toilet training. They discuss strategies with parents and respond sensitively to children if they have accidents. This has a positive impact on children's emotional well-being and promotes continuity of care.

All children are very happy and settled with staff, including those who are very new to the setting. This is because staff have effective settling-in procedures to follow and get to know children well. For example, children visit the setting before they attend and are encouraged to bring any comfort items with them. Staff collect relevant information from parents, which helps them to find out about children's likes and dislikes. Children are introduced slowly to the forest school session and staff ensure they have one-to-one support until they become accustomed to this different teaching method. Consequently, children feel secure with staff and are able to form new relationships.

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

The manager and staff team understand the safeguarding and welfare requirements. The manager has a robust procedure in place for recruitment and has obtained Disclosure and Barring Service checks for all staff and committee members to verify their suitability. Staff are aware of the procedures to follow if they have concerns about children's welfare. As a result, children are kept safe and are protected from harm. Staff complete thorough risk assessments for indoor, outdoor and forest areas used by children. This minimises potential hazards and means children can explore and investigate their surroundings safely. Policies and procedures are shared with parents to outline the priorities of the setting and support their understanding of how the group operates. All staff hold current paediatric first-aid certificates, which means they are able to deal with medical emergencies swiftly and appropriately.

The manager has completed the self-evaluation for the setting and has addressed the recommendation from the last inspection by improving partnerships with other settings children attend, such as schools. There are established relationships in place with parents and other professionals, such as speech and language therapists. This supports staff to fully meet the needs of all children and promotes continuity of care and learning. The impact of staff training has been positive for children and the strategies learnt are used to enhance provision. For example, children enjoyed forest schools sessions, which enabled them to engage with the natural world in the local area. As a result, staff have accessed training in order to develop and deliver this at the setting. The manager monitors staff practice and provides feedback through individual supervision and team meetings. However, opportunities to evaluate and reflect on the quality of teaching are not fully utilised, for example, through staff undertaking observations of each other's practice. Staff monitor the areas used by children and regularly hold meetings where they discuss how these areas can be improved for children to be more engaged in their play and use. This demonstrates the staff's commitment to continuous improvement as they strive towards excellence.

The manager and staff team have built close relationships with families and obtain feedback verbally and through questionnaires. Feedback is used to enhance the provision and make improvements based on the needs of the children who attend. Parents speak positively about the setting and many of them commute to access the forest school

approach. They are pleased with the progress their children have made, particularly in the development of self-confidence and independence.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | 400456 |
| Local authority | North Yorkshire |
| Inspection number | 847871 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of provider | Hackness and District Under Fives Committee |
| Date of previous inspection | 14/01/2010 |
| Telephone number | 01723 882356 am |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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