

Taylor Grangers

Richard Taylor C of E School, Bilton Lane, Harrogate, North Yorkshire, HG1 3DT



Inspection date

15 June 2015

Previous inspection date

15 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide children with a balance of adult-led and child-initiated activities to suit their individual interests. As a result, all children make good progress and gain the necessary skills needed to support their learning at school.
- Children form positive relationships and secure attachments because staff have established an effective key-person system. This means children are happy, settled and content in their surroundings.
- Staff create a friendly, welcoming and relaxed environment, which successfully promotes children's emotional well-being.
- Children are safeguarded well because staff fully understand their responsibilities and know the procedures to follow if they have any concerns. This effectively protects children's welfare.
- Staff participate in regular team meetings, six-monthly reviews and appraisals. Consequently, staff are well supported by the management team to further their professional development.
- The management team and the majority of staff are well qualified and attend relevant training, including food hygiene and first aid. This means they have a good understanding of how to implement the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- Staff do not make the best use of the outdoor area, to create a stimulating environment which extends children's learning.
- The management team do not encourage parents to regularly share their views and feedback, to support their self-evaluation.

What the setting needs to do to improve further

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

- enhance provision in the outdoor area by providing a stimulating and well-resourced environment, to reflect the good range of learning opportunities that are available for children indoors
- seek the views of parents on a regular basis, to inform self-evaluation and help to drive future improvement.

Inspection activities

- The inspector viewed all areas of the setting accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the management team, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are very familiar with the daily routine, which means they are confident and self-assured. Staff make good use of registration time to effectively support children's communication and language skills. Children are given the opportunity to talk about their day at school and share news from home with their friends. Staff encourage children to initiate their own play and learning, which enables them to make their own choices and decisions. This results in children feeling valued and respected. Children show good levels of independence, particularly at snack time, where they butter their crackers, pour their drinks and wash their dishes. Children are eager to participate in their activities, which means they are consistently engaged and interested in their play. They thoroughly enjoy expressing their creativity and producing their own pictures as they use fruit to make marks and patterns with paint. Staff extend children's learning by encouraging them to talk about how the colours of the paint change when mixed together. This successfully promotes children's expressive art and design skills. Staff have developed good links with the host primary school and share relevant information with teachers. This ensures a consistent and complementary approach. In addition, staff have established good partnerships with parents to ensure children's individual needs are supported.

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

Staff use a fair and firm approach to effectively manage children's behaviour. This means children fully understand the boundaries and expectations within the setting. As a result, younger and older children behave well and play cooperatively together. Staff provide children with regular praise and encouragement to enhance their self-esteem. Children have a good understanding of how to keep themselves safe and healthy. Staff follow clear hygiene practices, provide children with a variety of nutritious snacks and involve them in regular fire evacuations. Children have daily opportunities to be physically active and learn to take appropriate risks. However, staff do not provide children with a wide selection of resources in the outdoor area to extend their opportunities and activities.

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

The manager and staff implement a good range of written policies and procedures, including safeguarding children and the use of mobile phones and cameras. In addition, written risk assessments are completed and staff record any potential hazards in a health and safety book. This means children are provided with a safe and secure environment at all times. There are good systems in place for recruitment, induction and vetting procedures to ensure staff are suitable for their roles and responsibilities. The management team work well together and use self-evaluation to reflect on their daily practice. They confidently identify their strengths and areas for future development. However, the management team do not consider the views of parents to support this process and enable them to use their contributions to maintain continuous improvement.

Setting details

Unique reference number	EY269551
Local authority	North Yorkshire
Inspection number	860734
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	139
Name of provider	Grange Partnership
Date of previous inspection	15 March 2012
Telephone number	01423 501986

Taylor Grangers was registered in 2003. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, from 7.30am until 9am and from 3.15pm until 6pm.

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