

Haxby Playgroups at Headlands



Headlands Primary School, Oak Tree Lane, Haxby, YORK, YO32 2YH

Inspection date 17 March 2016
Previous inspection date 15 July 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff do not always plan purposeful, challenging activities for children or use opportunities to teach them during their self-chosen play. This does not support all children to make the best possible progress.
- The arrangements for daily routines, snack time in particular, are not organised well and mean that key staff members are away from their key children for extended lengths of time. This hinders the amount of learning and interaction they have with them.
- Leaders and managers have not yet developed effective ways to reflect on the impact of staff's practice or identify areas for development within the playgroup. This has led to ineffective training for staff to develop their skills to work with children.
- The safeguarding policy and procedures are not in line with the guidance from the Local Safeguarding Children Board or the Early Years Foundation Stage. This means staff do not know how to report concerns about children's welfare to the relevant organisations, including Ofsted.

It has the following strengths

- Staff effectively support disabled children and those with special educational needs. They have professional relationships in place with all those involved and share information about children's development. This contributes to children's progress.
- Staff help children to develop independence and confidence. Children have established secure bonds with staff and are happy to come into playgroup.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of teaching and develop plans to accelerate all children's progress in each area of learning through a balance of purposeful play and adult-led activities 	17/05/2016
<ul style="list-style-type: none"> ■ develop the safeguarding policy and procedures so they are in line with the Local Safeguarding Children board and train all staff so they understand these 	29/03/2016
<ul style="list-style-type: none"> ■ inform Ofsted of any allegations of serious harm or abuse by any person working or looking after children, within 14 days of the allegation being made. 	17/03/2016

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

- develop ways to identify, reflect and evaluate on how well the setting and staff meet the needs of the children and families who attend, in order to actively drive improvement in areas that need it most
- refine the arrangements for the daily snack routine so that key staff are not away from children during their learning and play for extended periods of time.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager and prospective manager.
- The inspector held a meeting with the nominated person and Local Authority representative. She looked at relevant documentation, such as, the nursery's policies, children's learning folders and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers have formed links with other professionals and settings children attend. For example, they share information about children's development with their new school teacher to help promote continuity of learning. Staff use assessments of children's progress to monitor their development across the seven areas of learning. This helps them to identify any gaps in children's learning and access further support for children. Leaders and managers are taking reasonable steps to address and tackle breaches of the Early Years Foundation Stage. For example, they seek support from the Local Authority advisor to help them to make all necessary improvements. There are limited opportunities for staff to reflect on their teaching and develop their skills. However, the majority of staff have food hygiene certificates and are first aid trained which helps them to promote children's health. Safeguarding is ineffective. Leaders and managers do not have a thorough understanding of the safeguarding and welfare requirements, which has led to breaches that have a significant impact on children's safety and well-being.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent and variable for some children. For example, staff are aware of children's individual goals but do not use many of the opportunities to teach them or plan activities to provide challenge. Children eagerly explore resources and use brushes to draw on the fence, however, staff maintain a supervisory position and miss chances to develop writing skills. In contrast to this, disabled children and those with special educational needs are well supported. There are effective plans in place for them to make progress and they benefit from one-to-one time with their key person. Staff model language very sensitively and help children to develop their communication skills and understanding. Relationships with most parents are positive. Staff share their observations and assessments of children's progress through individual learning folders which are sent home. This helps parents to feel included in their children's development.

Personal development, behaviour and welfare are inadequate

Staff make attempts to support children's emotional well-being. They know children well and are sensitive to their care needs. There are clear and consistent boundaries in place for children's behaviour. Staff help children to develop their physical skills. Children enjoy using the playground and persevere to learn how to turn the pedals on the bikes. Children learn about what contributes to a healthy lifestyle. For example, most children are aware of the importance of washing germs from their hands. However, there is scope to further develop the routine for snack. The indoor and outdoor environment is well resourced and enables children to make decisions about what they would like to play with.

Outcomes for children require improvement

Most children do not make sufficient progress. However, children with special educational needs and disabilities, including those who the playgroup receive additional funding for, make progress that is consistently good in relation to their starting points. The majority of children are prepared for school. They have developed appropriate social skills and are independent.

Setting details

Unique reference number	EY412044
Local authority	York
Inspection number	851245
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	43
Name of provider	Haxby Playgroups Committee
Date of previous inspection	15 July 2011
Telephone number	01904768966

Haxby Playgroups at Headlands was registered in 2010. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. Disabled children and those with disabilities and special educational needs attend. The playgroup is in receipt of Early Years Pupil Premium.

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