

Nafferton Under Fives

The Village Hall, Middle Street, Nafferton, East Riding of Yorkshire, YO25 4JS



Inspection date	18 April 2016
Previous inspection date	10 March 2010

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

Summary of key findings for parents

This provision is good

- Children's personal, social and emotional well-being is given high priority. This is enhanced by a well established key-person system which supports children to form secure attachments. As a result, children seek reassurance as required and demonstrate that they are happy and feel emotionally safe and secure.
- The management team implements effective systems to support staff to understand their roles and promotes professional development opportunities. This is achieved through regular supervision and training. This helps to improve the quality of care and learning children receive.
- The manager and staff have effective relationships with other professionals, agencies and local schools. These result in well-coordinated strategies that promote the good progress of all children.
- Staff provide children with clear, age appropriate and consistent behavioural expectations. Consequently, children's behaviour is very good.

It is not yet outstanding because:

- The size and organisation of some group activities do not meet the needs of all children.
- Staff, on occasions, do not give children extra time to share their experiences.
- Staff have yet to explore even further successful ways to guide parents, so that a shared approach to children's learning at home is fully embraced.

What the setting needs to do to improve further

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

- improve the organisation and size of some group activities and meet the needs of all children
- extend the opportunities for children to share their own knowledge and ideas
- strengthen partnerships with parents even further and explore more ways to involve them in supporting their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. The inspector also viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector talked to a selection of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training and know how to protect children from potential risks and harm. Staff are recruited and vetted robustly, which ensures they are suitable to care for children. Leadership is strong and the management team's commitment to continuous improvement is evident. The management team leads a well-qualified staff team who have, overall, a good knowledge of how to teach children. The manager frequently observes staff and gives feedback to help them to reflect on their practice. Staff are set challenging targets and attend training courses to extend their knowledge and skills. This helps to improve outcomes for children. Children's achievements are monitored well. Any gaps in development that are identified are swiftly closed through targeted intervention.

Quality of teaching, learning and assessment is good

The quality of teaching and how staff interact and support children's play experiences are good. Staff place a strong focus on supporting children's language and communication. For example, children get very excited as they watch for their own toy that comes out of the treasure bag. They then explain to their friends what it is and show them what it does. Children are very enthused as they get ready to go to the mobile library, they put on high-visibility jackets and hold on to the walking rope. On their return, they are keen to share with younger children the books they have chosen. Strong partnerships support children as they move on to school. The manager and staff invite teachers in to the setting from the local school. This enables teachers to get to know children and supports a smooth move.

Personal development, behaviour and welfare are good

Children are happy, settled and enter the setting confidently, benefiting from staff being enthusiastic and welcoming on arrival. Good support is given to children and parents who have just started to attend. This helps staff to build warm and trusting relationships with children and their families. Children have good opportunities to develop good levels of independence, and equipment and toys are stored in a way that they can easily access. Staff promote healthy lifestyles. A variety of well-balanced snacks are provided, with drinks available for children to access. Children have daily opportunities to play outdoors. For example, they visit the nearby park, where they learn how to take risks safely and develop their physical skills.

Outcomes for children are good

Staff gather good information from parents so that they are aware of their child's starting points. Staff observe, assess and plan effectively for the next stage of learning in children's development. All children, including those who receive funded early education, make good progress from their starting points. They develop the key skills that they need in readiness for school. Children are confident and happy as they interact with each other and staff.

Setting details

Unique reference number	508145
Local authority	East Riding of Yorkshire
Inspection number	869349
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	54
Name of provider	Nafferton Under Fives
Date of previous inspection	10 March 2010
Telephone number	01377 240 082

Nafferton Under Fives was registered in 1972. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The manager holds Early Years Professional status. The setting opens from Monday to Friday from 9am to 3pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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