

Haxby Playgroup - Rising Fives



Station Road, Haxby, York, North Yorkshire, YO32 3LS

Inspection date	20 May 2016
Previous inspection date	23 November 2011

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

- The management and staff team is very committed and hardworking. Leaders have managed a significant amount of change to staffing and procedures well, and in a short period of time. Detailed reflections on practice demonstrate the drive to continue and to improve the quality of care and learning for children even further.
- Partnerships with parents are strong. Parents are kept informed and involved in their children's learning. They are complimentary about the playgroup's provision and the care and learning that their children receive.
- The outdoor play area is organised to provide children with a wide range of exciting opportunities to be physically active, explore and learn about the living world. Children eagerly investigate their environment and concentrate for extended periods of time on activities that interest them.
- Children develop secure relationships with their key person, other staff and with each other. Staff take care to settle children quickly and well at the playgroup, and they collect and use information about their individual needs and interests.
- Children behave well. Staff provide good role models and support children effectively with a wealth of praise and encouragement. Children develop their independence skills in readiness for their move on to school.

It is not yet outstanding because:

- The many, fairly recent changes made to practice, teaching and learning are not yet fully embedded or monitored to measure their impact on maintaining and improving the quality of the provision to achieve the highest possible outcomes.

What the setting needs to do to improve further

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

- embed and monitor the impact of changes made to practice, teaching and learning to help continue to raise the quality of provision and ensure the most rapid progress for children.

Inspection activities

- The inspector carried out a tour of the premises.
- 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 playgroup manager.
- The inspector held meetings with the playgroup manager and provider. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what action to take should they have any concern about the welfare or safety of a child. Effective induction procedures help to ensure that all staff understand their roles and responsibilities. The manager and staff have high expectations of what the setting can achieve, and are supported by a local authority early years advisor. There is a strong focus on listening to children's and parents' voices and using this feedback to inform change. Supervision is undertaken regularly for the well-qualified staff team, and is used to help identify any training and support needs. The experienced staff regularly complete mandatory and other training to support further improvements to the good quality of teaching and learning. They have begun to use observations of each other's teaching to identify and share good practice.

Quality of teaching, learning and assessment is good

Teaching is consistently effective and occasionally excellent. Staff complete regular observations of children's play. These observations and subsequent assessments provide a clear plan for their next steps in development, and help to identify any gaps in their learning. Children are encouraged to make choices in their play. Staff promote children's language and communication skills well as they ask purposeful questions about their activities. Children listen carefully to stories and rhymes and join in with repeated phrases. They have opportunities to practise their early writing skills in a range of activities. Staff introduce mathematical language during play and routine activities. Children delight in playing with water and sand outdoors. They relish using their imagination in creative activities matched towards their individual interests. One example of this is when children use recycled materials to make a home for a snail that is found in the garden.

Personal development, behaviour and welfare are good

Children clearly enjoy their time at the playgroup and have a great deal of fun in their play. Staff recognise the uniqueness of each child and they value their contributions throughout the sessions. Positive behaviour is promoted calmly and consistently and children's personal, social and emotional development are enhanced through appropriate support and interventions. Children are polite, share resources and take turns. They are encouraged to manage their own personal needs, for example, washing their hands before eating, and to take responsibility for routine activities, including, preparing snacks. Children are supported to lead a healthy lifestyle. The snacks and drinks provided are healthy and nutritious. Children benefit from regular outings to the local community, including the nearby library where they enjoy choosing their own books.

Outcomes for children are good

All children are making good progress from their starting points across the areas of learning, in preparation for the move to school. They acquire the skills needed for the next stage in their learning, including good social skills. Children of different ages play confidently alongside each other. They are happy, motivated and confident learners at this welcoming playgroup.

Setting details

Unique reference number	EY259108
Local authority	York
Inspection number	860486
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	20
Number of children on roll	29
Name of registered person	Haxby Playgroups Committee
Registered person unique reference number	RP900886
Date of previous inspection	23 November 2011
Telephone number	01904 768966

The Haxby Playgroup - Rising Fives was registered in 2003. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early years education for three- and four-year-old children.

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