

Haxby Playgroups at Headlands

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

Inspection date	4 July 2016
Previous inspection date	17 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 newly appointed manager has worked tirelessly to raise standards in the setting following the last inspection. She has thoroughly evaluated practice and implemented methodical action plans to address weaknesses in order to drive continued improvement.
- The quality of teaching is consistently strong. Staff find out what children know and can already do and use this information to plan purposeful activities. They interact skilfully and help children to gain key personal and social skills in readiness for future learning.
- Children benefit from vibrant and highly stimulating learning environments, both indoors and outside. They confidently follow their own interests and are motivated learners.
- The key-person system is facilitated well. Children have secure relationships with staff and clearly enjoy their time in the setting.
- Partnerships with parents are strong. Staff use effective two-way communications to promote a shared approach to children's care and learning.

It is not yet outstanding because:

- Staff do not use ongoing communications with other settings that children attend to exchange detailed information. This means that they cannot use their knowledge of children's learning experiences elsewhere to fully complement their good teaching.
- The manager does not yet monitor the progress of different groups of children. Therefore, she cannot fully evaluate the impact of teaching practices.

What the setting needs to do to improve further

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

- gather more detailed information from other settings that children attend and use this to complement teaching in the setting
- develop systems to monitor the progress of different groups of children and use this to evaluate the effectiveness of teaching practices.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to a small selection of parents, staff and children during the inspection and took account of their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The highly capable manager supervises staff well. She has a proactive management style and spends the majority of her time working directly with the staff and children. Overall, this provides her with opportunities to review and evaluate practice and bring about changes. Staff are suitably qualified and translate their knowledge of how children learn into practice well. They engage in a wide range of professional development activities that are targeted towards improving their knowledge and skills. This helps them to deliver high-quality learning experiences and has a positive impact on the quality of their interactions with children. The arrangements for safeguarding are effective. Recruitment procedures are robust and ensure that staff are fully checked and vetted. Staff have a clear understanding of child protection issues and know how to raise concerns.

Quality of teaching, learning and assessment is good

Staff use careful observation and assessment to, generally, plan precisely for children's future learning. They consider children's interests well and gather information from parents to complement learning at home. Children are enthusiastic learners who excitedly engage in interesting and challenging activities. They work with staff to estimate and compare the weight of different items, before testing their theories using weighing scales. Staff help children to identify and solve simple problems independently. They use questioning well and support children to use good thinking skills. Children pretend to be superheroes and staff skilfully introduce storylines into their play to help promote their imaginative skills. Children write for different purposes and use their phonetic knowledge to spell out words.

Personal development, behaviour and welfare are good

Staff have created a nurturing environment where children display high levels of self-confidence. They initiate conversation with both staff and visitors and have formed strong friendships with other children. Staff reinforce good manners and use positive praise to reward children's good behaviour. As a result, children know what is expected of them and behave very well. Staff have carefully considered the routine to ensure that children have a wealth of opportunities to be independent and gain self-care skills. One example of this is children serve their own snack and tidy away their crockery afterwards. Children excitedly harvest their home-grown strawberries and eat them for snack to promote healthy eating practices. They have unrestricted access to a stimulating outdoor area and are very physically active. This contributes towards supporting their good health.

Outcomes for children are good

Children make good progress from their starting points and are equipped well with the key skills necessary for later moves to school. Strong links with the host school help children to experience school life and prepare them emotionally for transitions. Children are very confident and highly independent. They have good social skills and play amicably with others. All children are strong communicators, including those who speak English as an additional language. They confidently share ideas and engage in purposeful conversation with staff.

Setting details

Unique reference number	EY412044
Local authority	York
Inspection number	1044700
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	49
Name of registered person	Haxby Playgroups Committee
Registered person unique reference number	RP900886
Date of previous inspection	17 March 2016
Telephone number	01904768966

Haxby Playgroups at Headlands was registered in 2010. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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