

<b>Inspection date</b>	3 February 2017
Previous inspection date	12 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager is a highly qualified, passionate early years practitioner. She works closely with the committee and her well-qualified team of staff to maintain high standards of care and education for all children.
- Overall, teaching is very good. Robust systems are in place for the safe recruitment, induction and supervision of staff. They plan engaging activities that ignite children's interests. This helps all children to progress well from their starting points.
- Parents are valued partners in learning. Staff make sure parents know what they can do to support children's learning at home. A range of resources which promote communication, language and mathematics are available for families.
- Staff are excellent role models who have high expectations of children. They help children to develop good social skills. Children of all ages behave exceptionally well.
- Staff work in strong partnerships with the school on site, other settings, professionals and agencies. Good communication ensures that children are well supported as they move between learning environments.

### It is not yet outstanding because:

- Although staff are reflective and evaluative practitioners, they are not yet focusing enough on assessing the impact of changes to their practice on outcomes for children.
- Sometimes, staff do not encourage children to think for themselves and solve problems as they play.

## What the setting needs to do to improve further

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

- strengthen self-evaluation further and assess the impact of changes to practice on outcomes for children
- extend opportunities for children that help them think about and solve problems for themselves.

### Inspection activities

- The inspector took a tour of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection, reviewed written correspondence from them and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff use risk assessments to reduce hazards. For example, they have recognised that when parents are dropping off and picking up at school, staff have less control over who is in the grounds. As a result, children are kept safe inside the setting during these times. Staff understand their role to safeguard children and know what to do if they have concerns about a child's welfare or development. Health and safety policies and procedures are in place and are evident in practice. Parents are signposted to services they need. Gaps in children's learning or specific needs are swiftly addressed. Less experienced staff are helped to develop a deep understanding of how children learn and develop. Training is used well to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Children are helped to make sense of the world around them. Outside, children stretch over into a planting box and harvest carrots. Staff encourage children to look closely at the vegetables and their leaves and compare their sizes and shapes. Other children send boats down a ramp in a water tray. Staff crouch beside the tray, offering children challenge and encouragement as they play. Inside, babies begin to take their weight, using walkers and the furniture to move around. Staff help to extend children's vocabularies with rich descriptive language. Younger children babble and begin to copy words and phrases they hear. Overall, older children ask and answer questions as they do puzzles and share stories. Regular observations are used to accurately assess children's individual needs. Staff celebrate children's achievements and share them on colourful wall displays. This helps children feel proud and parents know what children are learning.

### Personal development, behaviour and welfare are good

Children of all ages sit together for meals and there is a real family feel during these times. The learning environment is well organised and promotes independence and personal choice. Children are very happy to seek out their favourite activities and use resources to enhance their play. Staff help children to demonstrate their unique creativity and wherever possible, ensure planned activities do not have a specific end result. Parents share information when children start in the setting and staff follow home-care routines. Staff get to know children well and help them settle and feel secure. Parents talk about how much they appreciate the way staff work flexibly and always feel welcome in the setting.

### Outcomes for children are good

All children make at least good progress. Children who have special educational needs and/or disabilities are supported to make rapid progress from their starting points. Staff help children to develop the skills and knowledge to continue to progress well in school. Babies explore cosy spaces with increasing confidence. Older children use their imaginations as they engage in role play. Children learn to deal with their own care needs, follow hygiene routines and understand why. Children learn to celebrate similarities and differences.

## Setting details

<b>Unique reference number</b>	EY330700
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1060932
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	35
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	The Upper Dales Child Care Partnership
<b>Registered person unique reference number</b>	RP900879
<b>Date of previous inspection</b>	12 May 2014
<b>Telephone number</b>	01969 667789

Dalesplay was registered in 2006. It is managed by a committee and is situated in the grounds of Hawes Community Primary School in North Yorkshire. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The manager has an honours degree in early years. The setting opens Monday to Friday from 8am until 6pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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