

# Harmby Under 5s

Spennithorne Ce Primary School, Spennithorne, Leyburn, North Yorkshire, DL8 5PR



## Inspection date

Previous inspection date

7 February 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff assess and monitor children's development effectively. This helps them to provide a balanced, stimulating range of activities that supports what children need to learn next. All children, including those who speak English as an additional language, make at least good progress from their starting points in learning.
- Children are happy and settled. Staff are calm and responsive to children's individual needs and fully support their emotional well-being.
- The learning environment keeps children motivated. The outdoor area is especially inviting and stimulating with interesting resources. Children have a wide range of learning opportunities as they move around, confidently exploring the different areas.
- Children's transitions to school are supported well. Staff have developed good links with children's future schools. They work closely together to ensure children are emotionally prepared for their eventual move on to school.
- Children learn about good hygiene practices through daily routines and clear explanations from staff. Snack time and other daily routines are used well to promote good social skills and independence.

### It is not yet outstanding because:

- Staff have not fully considered how they can give children wider experiences to build on their good understanding of where they live.
- Staff do not always gather detailed information about children's learning at home, other than starting points, to understand how to support their all-round development to the highest level.
- Staff do not always make the most of their good partnerships with parents to encourage them to participate fully in the evaluation of the setting.

## What the setting needs to do to improve further

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

- explore additional ways that help children to gain a wider understanding of where they live
- gain more information from parents about children's ongoing progress, to support children's learning needs even more successfully
- strengthen the strategies used to engage parents in the evaluation of the setting.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, staff and the nominated person. She looked at relevant documentation, such as the self-evaluation record and evidence of the suitability of staff.
- The inspector spoke to children throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector viewed the premises.

### Inspector

Lindsey Pollock

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are aware of their responsibilities to keep children safe and protect them from abuse and neglect. Robust recruitment and vetting procedures are in place. This helps to ensure staff are suitable to care for children. Staff are well deployed and vigilant at all times to keep children safe. The management team implements development plans to maintain the good quality provision. Teaching practice is monitored and a culture of support and working together is evident amongst the staff team. The manager attends a professional network with others in the locality to share expertise. Parents say they are happy with the quality of care provided for their children.

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

Staff know children very well and appreciate how individuals learn best. They observe children carefully and incorporate their current interests into activity planning. For example, stories and craft sessions reflect children's curiosity and wonder of rockets and planets. Staff play alongside children and use opportunities well to extend children's play. They promote language development by asking questions and encouraging conversation. They successfully support the language acquisition of the youngest children and those children who speak English as an additional language by speaking clearly and repeating words. Children's early literacy skills are well planned for. Favourite books and story sacks are plentiful and easily accessible. Children use them with much pleasure and delight. Staff make resources, such as pencils, chalks and whiteboards readily available so that children can experiment with writing.

### Personal development, behaviour and welfare are good

Children enthusiastically arrive at the group and show they feel confident and secure. Behaviour is good and children are kind, caring and use good manners. They show an increasing awareness of what is expected of them, for example, when it is appropriate to listen to staff and follow simple rules, such as helping to tidy away at the end of the session. Staff encourage children to value and respect each other. Children choose where they wish to play and more often than not, this is in the well-resourced outdoor area. They show good physical skills as they steer wheeled toys around obstacles, build in the sand area and negotiate the different levels and surfaces.

### Outcomes for children are good

Children eagerly join in activities and are motivated learners. They show determination and become deeply involved in activities, such as role play in the den and playing with small-world toys. They demonstrate an increasing understanding of the how to play cooperatively. For example, they successfully engage in a game of dominoes, waiting patiently for their turn and celebrating each other's success. They are confident to express their own ideas during craft sessions as they using different materials to make their rockets. Children are sociable, have developing independence skills and are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY492642
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1027406
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Harmby Under 5's Committee
<b>Registered person unique reference number</b>	RP908417
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07708305805

Harmby Under 5s was re-registered at new premises in 2015. The setting employs three members of childcare staff, including the manager. Of these, two hold appropriate early years qualifications. The setting opens term time only, Monday, Wednesday and Friday from 8.45am until 11.45am and Tuesday and Thursday from 8.45am to 3.15pm. The setting provides funded early education for three- and four-year-old children.

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