

Inspection date	10 October 2017
Previous inspection date	21 October 2014

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 make good progress in relation to their starting points. Staff maintain accurate and up-to-date assessments of children's development. The manager monitors the progress of groups of children closely to help close gaps in their learning effectively.
- Staff develop excellent links with the on-site school that most children attend. They work well with other professionals who support children's development. Staff exchange lots of information with teaching staff and help prepare children emotionally and academically for starting school.
- Staff support children's health and safety effectively. All staff hold appropriate first-aid certificates. They supervise children closely, assess and maintain good standards of safety, and follow clear procedures in the event of a child having an accident.
- The management team gains parents' views and evaluates the quality of the provision successfully to make ongoing improvements. For instance, it has developed the outdoor play area to include a wealth of activities to support children's physical skills and all-round learning.

It is not yet outstanding because:

- On occasions, staff miss opportunities to help some younger children to learn the setting's high behaviour expectations consistently, such as not running indoors.
- Staff do not consistently help children to hear and say the initial sounds of words to help them pronounce these correctly.

What the setting needs to do to improve further

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

- help younger children to understand the setting's high expectations of behaviour consistently
- extend the opportunities for older children to pronounce words correctly to build on their language and literacy even further.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector checked evidence of the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider follows robust procedures to ensure staff are, and remain, suitable to work with children. The manager monitors staff practice effectively and staff benefit from regular professional development to build on their good knowledge and skills. For example, staff provide more opportunities to encourage children's mathematical learning in play following in-house training. The management team and staff have a good understanding of their roles and responsibilities to safeguard children's welfare. They know about the possible risks to children and know how to respond in the event of a concern. Staff encourage parents to get involved in children's learning. For instance, parents attend activity sessions and are encouraged to borrow resources to support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of children to plan purposeful activities that meet their individual developmental needs and interests well. For example, children learn about hard and soft textures as they explore tubs of wet jelly with different toys. Staff encourage children to talk about how the textures feel, and children tell them 'soft', 'goeey' and 'slimy' while the other objects are 'hard'. Staff extend children's interests, such as asking them what they are using to feel and see the jelly and objects, to help them learn about their bodies and senses. Children show an interest in mathematics. Staff continually encourage children to count and to learn about size, shape and measurement. For instance, younger children count with staff to learn about quantity and compare big and small objects. Staff extend this learning for older children, who learn to recognise numbers and to calculate quantities.

Personal development, behaviour and welfare are good

Staff welcome children warmly into the setting and provide close support to help the younger and newer children settle in and feel secure. They provide well-organised play areas and exciting activities for children to explore. Overall, staff encourage children to develop positive attitudes and good social skills. For example, children include one another in their play, help others willingly and use good manners. Children learn about themselves as individuals and share significant events in their lives, which develops their self-esteem. Staff help children to develop a respect and understanding of their world. For example, children go for walks to explore the changing seasons, learn to care for the pet guinea pigs and explore different cultural events.

Outcomes for children are good

Children are motivated to learn and join in new activities with interest. For example, younger children are keen to show others the things they find exciting. They develop good skills to support them with their future learning and move to school. Children listen well and follow instructions, such as moving in different ways during action songs. They make their own choices and concentrate well in their play. Children of all ages learn to carry out responsible tasks to build their confidence and independence, such as taking turns to be the 'mini-teacher' of the day.

Setting details

Unique reference number	EY337262
Local authority	Dorset
Inspection number	1070798
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 - 8
Total number of places	40
Number of children on roll	75
Name of registered person	Haylands Pre-School Committee
Registered person unique reference number	RP519827
Date of previous inspection	21 October 2014
Telephone number	01305822625

Haylands registered in 2006 and operates from Portland, Dorset. The group is open from 7am to 6pm from Monday to Friday, in term time only. The group receives funding for the provision of free early years education for children aged two, three and four years. The group employs 10 members of staff. Of these, one holds early years teacher status and eight hold early years qualifications at levels 2 to 5.

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