

Inspection date	26 October 2018
Previous inspection date	28 January 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The manager is an inspirational and motivational leader. She is an excellent role model and provides exceptional support and coaching for staff. Rigorous performance management is in place, which focuses on staff's professional development. As a result, the quality of teaching is precise and effective.
- The environment is highly stimulating, and children have access to a varied range of activities. Children are extremely motivated and very eager to join in. Highly-skilled staff support children to develop across all areas of learning.
- Children who have special educational needs and/or disabilities receive excellent levels of support. Staff work closely with other professionals to identify and provide the support children need. Children make significant progress from their starting points.
- Partnerships with parents are outstanding. Families praise 'the excellent care and education children receive from wonderful staff'. Staff and parents share detailed information about children's progress, which informs assessment and planning to promote children's learning and development.
- Self-evaluation is firmly embedded into practice. The manager and staff team share a joint vision to provide excellence. The views of everyone involved in the setting are considered when driving forward improvements, leading to outstanding experiences for children.

What the setting needs to do to improve further

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

- continue to build on outdoor development plans to provide children with even more learning opportunities, particularly for those children who prefer to learn outdoors.

Inspection activities

- The inspector had a tour of the pre-school premises.
- The inspector spent time indoors and outdoors, observing the quality of teaching and assessing the impact this has on children's learning.
- The inspector talked with parents, children, management and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, evidence of staff suitability, policies and procedures.

Inspector

Clare Cotton

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Children's welfare is actively promoted and they are listened to. The manager and staff have an excellent understanding of how to protect children from harm. This is supported by ongoing training and robust policies and procedures, which are regularly updated. Staff know how to identify and report any concerns to keep children safe. The manager and staff team strive to provide all children with an exceptional early years experience. They have identified developing the outdoor area even further to provide children with more learning opportunities, particularly for those who prefer to learn outdoors. Staff demonstrate an excellent understanding of how children learn. This is applied when planning incredible activities to promote children's learning and development. Highly effective partnership working with parents and other professionals ensures all children are achieving in their learning. For instance, links with a local childminder mean that children who attend both settings are receiving seamless care and education.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is inspirational. Staff are highly skilled and use everyday opportunities to guide, explain and demonstrate, to help children build on what already know and can do. Their enthusiastic approach inspires children to explore, experiment and take part in activities. Staff model communication and language skills very well in a very natural way through exemplary interactions. They use consistently well-planned questioning that challenges children's thinking to a higher level. Children are given time to think and offer their own explanations and ideas about what they are seeing and doing. There is an effective balance between child-initiated activities and adult-led sessions, which are expertly tailored to meet children's individual needs and varying abilities. Staff successfully guide parents to support children's learning at home, further contributing to children's progress. For example, a range of resource bags are regularly taken home to help develop children's skills across all areas.

Personal development, behaviour and welfare are outstanding

Staff are superb role models, treating children with the utmost respect. A very effective key-person system supports children's emotional well-being extremely well. Children demonstrate high levels of confidence and independence as they select resources and choose where to play. They develop an exceptional understanding of how to keep themselves safe and how to manage risks. For example, children take on the role of health and safety officer and carry out checks ensuring the room is safe to play in. Standards of care and hygiene practices are of high importance, for instance, children independently wash their hands before snack with minimal prompting from staff.

Outcomes for children are outstanding

Children are making consistently high rates of progress in relation to their starting points and are incredibly well prepared for the next stages in their learning. They display positive attitudes and a desire to learn. Children are eager to investigate the world around them. They are highly effective communicators who can express their interests and needs.

Setting details

Unique reference number	EY461356
Local authority	North Yorkshire
Inspection number	10060016
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	39
Name of registered person	Brayton Headstart Ltd
Registered person unique reference number	RP907112
Date of previous inspection	28 January 2014
Telephone number	01757291191

Brayton Headstart opened in 1967 and registered in 2013. The pre-school employs 10 members of staff, all of whom hold appropriate early years qualifications at level 2 and above. It operates from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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