

# Hackness and District Under Fives



Hackness Village Hall, Hackness, Scarborough, North Yorkshire YO13 0JW

<b>Inspection date</b>	26 November 2018
Previous inspection date	27 November 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 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 are skilled at following children's lead. They provide challenging and exciting experiences which motivate children to learn. Children thoroughly enjoy their activities in the forest school and show enthusiasm to join in.
- Staff have developed exciting ways to capture older boys' interest in developing their mathematical skills. Children make particularly good progress in this area of their learning and show readiness to start school.
- Staff regularly praise children and encourage them to take an active part in their own self-care. Children develop good levels of independence and have high levels of self-esteem. They confidently ask for their own sized wellingtons and begin to zip up their own waterproof suits.
- The manager and staff team are good role models for children. They have built strong relationships in the local community and are kind, caring and welcoming.
- The manager has developed effective partnerships with other settings children attend, such as school. She shares information about children's learning to help promote continuity.
- Staff do not collect precise information about every child's starting point on entry. This means there are some gaps in children's baseline assessments.
- The manager has not fully developed ways for parents and children to provide feedback on future improvements.

## What the setting needs to do to improve further

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

- build on the ways for all parents to share information about their children's prior achievements
- enhance the ways for parents to provide feedback to help drive improvements forward.

### Inspection activities

- 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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff team are passionate, caring and dedicated to providing the best outcomes for children. They place children's safety and well-being at the heart of their practice and regularly discuss ways to improve their setting. For example, they monitor children's progress and identify areas they need to focus on. Staff attend meetings to share new ideas and best practice. This has had a positive impact on children's mathematical development. Safeguarding is effective. Staff use opportunities to teach children how to keep themselves safe. For example, they visit the local fire station and talk to children during their imaginative play about fire alarms. The manager ensures staff have a good understanding of how to respond to any concerns about children's welfare or inappropriate practice. This helps to protect children from harm.

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

Staff are particularly good at recognising children's individual learning preferences and use observations of their play effectively to enhance their learning. For example, some older children show a preference for outdoor learning so staff have carefully prepared a number trail in the forest area. Children delight in finding the correct numeral which represents the spots on their dominoes. Staff provide further challenge and encourage children to look for numerals past 5. Young children thoroughly enjoy exploring the grain, tools and scales in the tray. Staff model key words to them and show them how to pour, tip and observe the things that happen. Staff regularly share their assessments of children's ongoing progress with their family. Parents are particularly pleased with the progress their children make and feel included in their learning.

### Personal development, behaviour and welfare are good

Children have secure bonds with their key person and the whole staff team. Staff have effective procedures to help new children settle in. They know children very well and have positive relationships with their families. This has a positive impact on children's emotional well-being and they show they feel safe. Staff promote children's good health. Children enjoy daily outdoor activities and have very good physical skills. They build on their self-help skills as staff encourage them to peel and chop the fresh fruit at snack. Children's behaviour is very positive. Staff gently remind them of boundaries and children respond to this extremely well. Children develop their understanding of other people around them. For example, they go on trips into the community and learn about different occupations.

### Outcomes for children are good

Children make consistently good progress and the majority are working in the stages typically expected for their age. Young children develop confidence and social skills very quickly after joining the setting. They are willing to try new activities outdoors and show enjoyment in their experiences. Children are well prepared for the next stages in their learning, such as starting school. For example, older children can negotiate turn-taking independently and are confident to ask for help when they need it.

## Setting details

<b>Unique reference number</b>	400456
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10069632
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Hackness and District Under Fives Committee
<b>Registered person unique reference number</b>	RP518668
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	01723882356

Hackness and District Under Fives registered in 1992. It is situated in Hackness Village Hall on the edge of the North Yorkshire Moors, in Hackness near Scarborough. The group is managed by a voluntary committee. The group employs five members of childcare staff. All hold appropriate early years qualifications at level 3, including the manager. Hackness and District Under Fives opens term time only, Monday to Thursday from 8.30am to 3pm, and Friday from 8.30am to 12.30pm. The group provides funded early education for two-, three- and four-year-old children.

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