

# Inspection of Haxby Playgroups Rising Fives

Ralph Butterfield School, Station Road, Haxby, York, Yorkshire YO32 3LS

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Inspection date: 25 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are cared for in a welcoming and exceptionally well-resourced environment. Staff greet children with a friendly reception as they arrive. Children hurry through the entrance gates and respond by saying a cheery 'good morning', eager to start their day. This shows that children are happy and well settled. Children experiment with water and blocks. They join blocks together and press these constructions down in to the water. Children giggle with delight as the blocks float back to the surface. They repeat this again and again. This motion helps to promote children's physical skills and hand-to-eye coordination.

Children hide sticky notes and invite staff to find them. Staff look under tables and behind furniture as they hunt for the papers. Children show their enthusiasm for the game. They jump up and down with excitement. This shows children are creative and able to design their own play. Children are proud to demonstrate their knowledge of the world. For example, children talk to staff and visitors about volcanos. They talk about volcanos being very hot. They use good language skills to describe how the lava shoots out of the volcano and then goes hard. Staff encourage children to develop this play. They suggest that children build their own volcanos in sand. Children use their imagination to create their own design.

### **What does the early years setting do well and what does it need to do better?**

- Staff provide children with many engaging opportunities to develop their mark-making skills. Children give meaning to their marks. They talk with confidence about their writing. Children show the same pleasure as they push vehicles through paint and notice the tracks made by the tyres.
- Children know how to keep themselves and others safe. They know when water spills on the floor to get a mop and clean it up. Children then get a slippery-floor sign to put on the wet patch to alert others of the spill. This shows that children have been taught to have respect for their environment.
- Children show high levels of respect for each other and adults. They behave well and say 'please' and 'thank you'. When necessary, staff gently explain to children about sharing and taking turns. Children willingly let others enter their already established play. They are happy to discuss what they are doing and share resources. However, the playgroup is a very busy environment with a wide range of experiences on offer. Staff do not always encourage children who are quiet and less confident to join in and help to promote their confidence further.
- Children learn to manage their self-care skills. For example, younger children recognise when they are cold and need to put their coats on. Staff encourage children to try and complete this task themselves. They show them how to put their coats on the floor, bend down to put their arms in their coats and flip it over their head. Children giggle as their coats fly away from their arms.

- Children are skilled communicators. They talk expressively and confidently to each other and to adults. However, staff do not extend children's mathematical language to help children begin to understand how to make comparisons and solve problems that they encounter during play.
- Children are competent and capable movers. They take care not to bump into others and carefully navigate the space around them. This shows that children develop good spatial awareness. Children relish joining staff to play running games in the school playground.
- The manager and staff have adapted daily routines in light of the COVID-19 (coronavirus) pandemic. They have implemented additional hygiene measures to help ensure the good health of children. Drop-off and collection arrangements have been altered so that parents no longer come into the nursery.
- Parents are very complimentary about the playgroup. They praise the support given by the manager and staff throughout the period of time that the playgroup was closed due to COVID-19 restrictions. Parents stress the value to their children and themselves of staff maintaining contact through online communication.
- Children show good levels of independence. They help to prepare snack and serve their own food at mealtimes. This helps to prepare children for their next stages of learning and their eventual move on to school.
- The manager values everyone's contribution to the playgroup and places strong emphasis on staff's well-being. All staff are involved in reflecting on the playgroup and planning improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues and have a secure understanding of the correct procedure to follow if they have concerns about a child. They have a good understanding of wider safeguarding issues. Robust recruitment and vetting procedures are in place to ensure staff are suitable to work with children. Staff recruitment, induction and ongoing supervision ensure all staff are suitable to work with children. Staff are vigilant about safety and put in place a range of procedures to help keep children safe. For example, children enter and leave the playgroup through the school playground. Staff are on hand when parents drop off and collect children to ensure only those allowed to do so are admitted.

## **What does the setting need to do to improve?**

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

- extend children's vocabulary, particularly during mathematical play
- review staff's practice to observe how all children engage fully in the experiences

offered.

## Setting details

<b>Unique reference number</b>	2508642
<b>Local authority</b>	York
<b>Inspection number</b>	10194474
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Haxby Playgroups CIO
<b>Registered person unique reference number</b>	2508640
<b>Telephone number</b>	01904 762776
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Haxby Playgroups Rising Fives registered in 2018. The nursery employs five members of childcare staff. Of these, one holds a qualification at level 6, three at level 3, three at level 2 and one staff member is unqualified. The nursery opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. The playgroup provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, some staff and the inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting were checked by the inspector.
- The inspector spoke to parents at the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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