

# Inspection of Haxby Playgroups Headlands

Headlands Primary School, Oak Tree Lane, Haxby, York, Yorkshire YO32 2YH

---

Inspection date: 27 January 2022

<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 thrive in this happy and nurturing environment. Staff are kind and welcoming to children and spend lots of time playing with them. They quickly form strong and caring bonds. These secure attachments help children to feel safe and confident to explore the many toys and resources available. Children behave well. They respond positively when adults remind them to share toys, or encourage them to use good manners. Children learn good hygiene routines, such as washing their hands regularly and using tissues to wipe their noses. This supports their growing independence and helps to stop the spread of infection.

Children have fun at the playgroup, and show great enthusiasm for learning. They use resources imaginatively, including real-life props for their role play, such as using real cups and pots as they pretend to make tea for the staff. Children are curious and absorbed as they experiment with making marks as they write letters for home. Children listen intently to a story about animals. They enthusiastically join in and listen intently as they make predictions as they recall the story. Other children show a fascination for cars as they look at magazines, discussing with staff the make of each car and the technical capabilities.

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

- Leaders value their strong partnerships with parents. For example, during the COVID-19 epidemic, they maintained regular contact with families to check on their welfare and help support children's learning at home. Staff ensure that parents are kept well informed about every aspect of their child's care and education. Parents' comments are extremely positive. They state that 'the playgroup provides a perfect start for children's academic journey and they are well prepared for school.'
- The manager and staff team constantly reflect on the quality of the provision and strive to make improvements. Staff have regular supervision sessions where staff are able to identify their training needs. However, opportunities for staff to share their knowledge and expertise to raise the learning experiences and improve the quality of education across the playgroup are not fully embedded.
- Staff get to know children well from the start. They gather information from parents to help tailor settling-in sessions to support children's individual needs and interests. Staff plan activities that allow children to take the lead in their own learning and they are eager to take part.
- Staff support children's communication skills well, overall. For example, they talk to children throughout the day, and use lots of repetition to help them learn and remember new words. Where children are still developing their speech, staff teach them to communicate their needs using pictorial prompts, objects or gestures. This helps all children, including those with special educational needs

and/or disabilities, to communicate their needs.

- Children develop a secure understanding of mathematics. They concentrate well as they count and demonstrate a secure understanding of positional language. Staff further extend their learning as they introduce concepts of 'half' and 'quarter'. They discuss with children how to share the dough with their friends by cutting the dough in two.
- Behaviour throughout the playgroup is good. Staff support children to understand what is expected of them. Children make independent choices in their play. They develop an understanding of sharing with and caring for their peers.
- Staff have high expectations for children. All children, including those in receipt of funding, children with English as an additional language and children with special education needs and/or disabilities, make good progress. Staff know their individual children well and talk about them with interest and affection. They monitor children's progress and plan experiences to build on what children already know and can do.
- Staff support children's learning generally well during planned activities. However, at times, staff do not always provide children with time to respond to their questions, to develop their thinking and reasoning skills.
- Children demonstrate an enjoyment of books. For instance, younger children competently choose books. They settle down to read these, handling them carefully, turning the pages and using vocabulary as they pretend to read.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team are aware of how to raise any concerns they may have in relation to children's welfare. Staff can confidently identify the possible signs that a child may be at risk of abuse. They have a strong awareness of wider safeguarding issues, such as female genital mutilation. Managers ensure that staff keep their safeguarding knowledge up to date. They provide them with regular training opportunities. Managers ensure that they follow their robust recruitment process to check that staff are suitable for their roles.

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

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

- give children more time to formulate answers and respond when asking them questions that encourage them to develop their thinking and reasoning skills
- provide greater opportunities for staff to share their knowledge and expertise to help them to raise learning experiences even further and embed consistency in teaching across the playgroup.

## Setting details

<b>Unique reference number</b>	2508641
<b>Local authority</b>	York
<b>Inspection number</b>	10194473
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Haxby Playgroups CIO
<b>Registered person unique reference number</b>	2508640
<b>Telephone number</b>	01904 768966
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Haxby Playgroup Headlands registered in 2018 and is situated in Headlands Primary School. It one of two playgroups operated by the committee. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications at level 3, or above. The playgroup opens from Monday to Friday, term time only, from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## 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 her evaluation of the provider.
- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed and evaluated an activity with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- Parents' views were gathered through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022