

# Inspection of Haylands

c/o St. Georges Primary School, Clarence Road, Portland, Dorset DT5 2BD

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Inspection date: 5 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children enjoy immersing themselves in play and learning. They love mixing their own play dough, observing the changes in texture as they stir. Staff skilfully model vocabulary that children use to describe what is happening. Children enjoy re-enacting events with staff. They go on imaginative adventures together to the Sahara Desert. They look where they need to go on a map, plan what to take, pack their bag and travel on a pretend aeroplane. Playing outdoors is also a favourite among children. They stay physically active by digging heavy gravel into buckets, practising their balancing skills on the climbing frame and enjoy feeling part of a group by taking part in parachute games.

Children feel understood and valued. They feel part of a community as they participate in celebratory events with older children in the on-site school. Children form positive relationships with staff and other children. Staff make time to get to know each child individually, identify their needs and respond quickly by making necessary adaptations to the environment, particularly for children with special educational needs and/or disabilities.

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

- Leaders design an ambitious curriculum that aims to instil children with confidence and independence. Through a balance of planned and child-initiated activities, staff inspire and teach children about the world through meaningful learning experiences. Leaders introduce themes, such as 'growth and decay.' Staff engage children in conversations to build on their existing knowledge. Children collect leaves, twigs and stones and explain how these make homes for insects and minibeasts. Children are highly motivated and persevere even when faced with challenges.
- Staff facilitate children's learning by offering engaging activities that encourage exploration. Children create art using various materials to make decorations for their coronation celebrations. They encourage children to experiment with different amounts of paint that they spin on paper in a salad spinner. When it seems like it will not work, staff suggest alternative approaches and prompt children to try new ideas. Children see their perseverance pay off and feel a sense of achievement.
- The staff effectively support children's vocabulary, particularly in mathematics. They offer engaging objects for children to count and actively participate in their play, modelling the language of shape, number and comparison. Children enjoy engaging with staff and eagerly discuss numbers with them. They choose number books that staff read and ask mathematical questions. Children confidently join in discussions.
- Staff are skilled at teaching children the knowledge and skills that they need.

They plan circle time activities so that children learn to sit, listen and sustain their concentration. They read stories, sing songs and play group games. However, occasionally, staff do not always have high enough expectations of children's learning and do not enable some children to show what they are most capable of.

- Staff have good relationships with children. The children show a positive attitude towards one another. They eagerly participate in their activities and are willing to try new things. Children feel delighted when they have the role of a 'mini teacher' for a day. They take on extra responsibilities, such as reminding their peers when it is time to clean up. Children learn about healthy food choices and create their own snacks for a picnic. They practise culinary skills by spreading butter on their bread and cutting vegetable slices.
- Leaders and staff develop strong parental partnerships. They provide workshops that help support parents with their child's development. Parents receive frequent updates on their child's progress through online journals and regular meetings. Parents appreciate that staff help prepare children to be ready for the next stages of their development. They value the collaboration between leaders and schools in ensuring a smooth transition for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff members are skilled in identifying any potential concerns related to children. Leaders have robust protocols for documenting and monitoring any worries they may have about the well-being of children. They regularly assist their staff in remembering important information regarding the provider's safeguarding policies. Staff members diligently ensure that children have a secure play and learning environment. They also teach children how to manage risks in their play, which helps them stay safe and succeed in activities like climbing. Leaders follow safe recruitment procedures to ensure the suitability of staff.

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

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

- ensure that staff have high expectations of children during planned activities so that they can demonstrate their knowledge and skills to the best of their ability.

## Setting details

<b>Unique reference number</b>	EY337262
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10285535
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Haylands Pre-School Committee
<b>Registered person unique reference number</b>	RP519827
<b>Telephone number</b>	01305822625
<b>Date of previous inspection</b>	10 October 2017

## Information about this early years setting

Haylands registered in 2006 and operates from Portland, Dorset. The group is open from 7:30am to 5:30pm 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 nine members of staff. Of these, one holds early years teacher status and eight hold early years qualifications at levels 2 to 5.

## Information about this inspection

### Inspector

Jonathan Payne

## Inspection activities

- This is 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff, the childminder and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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