

Great Haywood Under 5s

Anson C E (A) Primary School, Main Road, Great Haywood, STAFFORD, ST18 0SU



Inspection date	27 November 2015
Previous inspection date	29 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Overall, staff demonstrate high expectations for children's learning. The key persons work very closely with parents and other early years professionals. They all observe and assess the good progress children make and agree where children need support. This helps all children, including those with special educational needs, to achieve well.
- Children particularly enjoy exploring the world around them both indoors and outside. They are motivated, become engrossed in their learning and are helped by staff to succeed in their chosen tasks.
- Children are very well prepared for their next stage in learning. They are very good communicators and develop strong physical, personal, social and emotional skills. Older children develop good early literacy and mathematical skills needed to prepare them for school.
- Children and their families are supported effectively to embrace the challenging move from home into the group and on to school. Children settle very well, feel a sense of belonging and develop very strong relationships.
- The manager and staff are fully committed to providing high-quality care and learning. They monitor the quality of the setting very well. They promote constant improvement and continuous professional development.

It is not yet outstanding because:

- Children are not always supported well enough to gain a complete understanding of good hygiene practices and how these contribute to good health.
- On occasion, staff do not make good enough use of spontaneous opportunities to build on older or more-able children's understanding of quantity, as part of their mathematical development.

What the setting needs to do to improve further

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

- help children to gain a better understanding of the good hygiene practices associated with wiping runny noses and why these are important for their health
- make better use of opportunities to help the older and more-able children to learn about quantities, as part of their mathematical development.

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 completed a joint observation with the group's manager.
- The inspector held meetings with the group's manager and looked at relevant documentation, such as the group's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know what action to take to keep children safe and to protect them from harm. The manager and staff monitor the quality of teaching and children's learning very well. Self-evaluation is accurate and is informed by the views of parents and staff. Parents are impressed by how well the friendly staff team responds to children's individual care and learning needs. Both recommendations from the previous inspection have been addressed effectively. Staff are very proactive in sharing information with other settings that some children also attend. Staff benefit from regular supervision and support. Training is tailored to address areas in need of improvement. Staff share ideas and good practice to drive continual improvement. They are all motivated to do their best for the children attending and their parents.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and plan suitably challenging activities which reflect children's interests. They encourage children to select and move resources to test out their own ideas. Some children decide to fill buckets with water. They develop their early writing skills as they wet their paint brushes and make marks on the floor. Some children become fascinated by watching water travel down plastic piping. They develop their understanding of numbers as they count how many times it takes to fill different sized containers. Children confidently use language to explain that the water is tipping out of the pipe and going round the bend. Children enjoy the satisfaction of meeting their chosen goals. They become very excited as they successfully roll small cars down plastic guttering. Staff are skilful in tuning into children's ideas. They extend children's learning by asking questions and encouraging them to think for themselves.

Personal development, behaviour and welfare are good

Staff promote children's emotional and physical well-being effectively. They take time to build the confidence of parents and children as they enter the setting. This caring and nurturing practice continues as children move on to school. Children build very strong relationships with staff and their peers. They share, take turns and play cooperatively with each other. Staff agree strategies with parents to help children to understand, and to follow the rules which keep them safe. Children calmly walk from the classroom to the outside play area whilst holding a rope, to keep them from wandering away. Children enjoy being active outdoors. They keenly explore the interesting resources, such as pipes, guttering and saucepans. Children enjoy sociable snack times. Their self-esteem grows as they are selected to help lay the tables and give out utensils. Children learn about and celebrate each others differences. They learn about the lifestyle of staff from Russia and eagerly sing nursery rhymes in French.

Outcomes for children are good

Gaps in children's learning are closing quickly and children are ready for school when the time comes. They develop their interest in reading and writing as, for example, they create poems which are published in a book. Children demonstrate good listening skills and pay attention.

Setting details

Unique reference number	EY411858
Local authority	Staffordshire
Inspection number	851229
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	17
Number of children on roll	25
Name of provider	Great Haywood Under 5's Committee
Date of previous inspection	29 November 2010
Telephone number	07976097824

Great Haywood Under 5s was registered again in 2010. The group employs five members of childcare staff, including the manager. All staff hold appropriate early years qualifications at level 3. The group opens from Monday to Thursday, 9am until 3pm and on a Friday from 9am until 12 noon, during term time. The group provides funded early education for two-, three- and four-year-old children. The group supports children with special educational needs.

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