

Great Haywood Under 5s



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

Inspection date	24 May 2019
Previous inspection date	27 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated leadership team is committed to the ongoing development of the setting. The views of the committee, staff, parents and children are valued. They are all involved in making improvements to the setting to provide a high-quality environment in which children thrive.
- The experienced staff have a good knowledge of the early years foundation stage and understand how to promote children's learning. Children are eager to join in with activities and make good progress in their learning and development.
- Partnerships between parents and other professionals are highly effective. There are good systems in place to communicate information and provide continuity in children's learning. In addition, there is sharing of good practice to enhance staff's professional development.
- Children's behaviour is very good. Staff are consistent in their behaviour management strategies, effectively supporting children to manage their own feelings and consider the feelings of others. Children develop high levels of self-confidence and self-esteem through appropriate praise, support and encouragement from staff.
- Staff make accurate assessments of children's learning and complete regular progress summaries. The manager monitors children's learning well and identifies any areas in learning, staff practice or the environment to develop further and support children's good progress.
- Staff have not yet fully embedded their new planning system to ensure all children are challenged to the highest level.

What the setting needs to do to improve further

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

- further extend children's knowledge and skills to the highest level by focusing more precisely on children's next steps during their learning in the moment.

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 children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in written documentation.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of safeguarding procedures and they regularly update their child protection knowledge and skills. They know the procedure to follow if they have concerns about children's welfare, including protecting children from extreme views. Staff take diligent care to routinely check that children work in a safe environment indoors and outdoors. The manager completes regular supervisions with the staff. She utilises further training and other sources of information to build on her own and staff's knowledge, such as further developing behaviour management strategies. Additional funding has been used effectively to broaden children's experiences. Parents are highly complimentary about the pre-school.

Quality of teaching, learning and assessment is good

Staff use their ongoing observations and assessments to identify children's next steps in their learning. They provide a wide range of interesting activities to support their development. Children enjoy finding out what is in the 'Curiosity Box'. They are encouraged to make their own suggestions as to what might be in the box. Children learn about exotic fruits and identify on a map of the world where they come from. They use their senses to explore the fruits as they peel them. Children develop their descriptive language as they feel and smell the flesh of the fruit and the inner stone. Outside, older children watch with interest as birds fly in and out of nesting boxes. They use binoculars to look for the features of the birds to identify them and record what they have seen on their clipboards.

Personal development, behaviour and welfare are outstanding

Highly effective settling-in practices are in place. Staff work hard to establish exceptional strong bonds with children. They gather comprehensive information from parents to ensure that their child's individual needs are well known prior to them starting. Staff are excellent role models. They provide sensitive and nurturing support exceptionally well. As a result, children play well together, form secure friendships with their peers and show care and concern for others. Children learn about healthy lifestyles and demonstrate a very good understanding of hygiene practices. They take it in turn to help prepare snack and set the table. Staff take the children to a second highly stimulating outdoor area in the school grounds and practise for sports day on the school field. Children are familiar with school staff and happily greet them. This helps to support a seamless transition into school.

Outcomes for children are good

All children make good progress from their individual starting points and are well prepared for their future learning. Children are motivated to learn and actively take part in activities. They take turns and listen carefully to adults and other children during circle time. Children are developing their early literacy skills. They recognise their own name in text and enjoy making marks and forming recognisable letters. Children use their developing mathematical skills during daily routines. For example, they count how many children are attending in each key-person group. Children are self-assured and happy.

Setting details

Unique reference number	EY411858
Local authority	Staffordshire
Inspection number	10066019
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	31
Name of registered person	Great Haywood Under Fives Committee
Registered person unique reference number	RP520111
Date of previous inspection	27 November 2015
Telephone number	07976097824

Great Haywood Under 5s registered 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 Friday, 8.30am until 3.30pm, 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 and/or disabilities.

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