



Hatton Hill Primary School

Inspection report for early years provision

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Inspector Frank William Kelly

Setting Address Hatton Hill Primary School, Alwyn Avenue, Liverpool, L21 9NZ

Telephone number 0151 9287012
E-mail head-hattonhill@schools.sefton.gov.uk
Registered person Hatton Hill Primary School
Type of inspection Childcare
Type of care Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Hatton Hill Children's Centre was registered in 2006 and is operated by Sefton Metropolitan Council. It operates from a purpose built single story unit that is attached to Hatton Hill Primary School, which is situated in the Litherland area of Liverpool. The out of school provision is based within the school buildings. A maximum of 69 children may attend the setting at any one time. It operates day care each weekday from 08.00 to 17.50, 51 weeks of the year. Out of school care is available from 15.15 to 17.50 during term times and from 08.00 to 17.50 during school holiday periods. All the children share access to a secure enclosed outdoor play area.

There are currently 91 children aged from eight months to 11 years on roll. Children who attend come from a wide catchment area as parent's travel to and around the area to work.

The setting employs 12 staff. All staff including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well ventilated, comfortable and very clean environment. They are kept healthy and free from infection because staff have a very good understanding of how and why hygiene procedures should be implemented. Policies are detailed and include those for the regular cleaning of toys and other resources, such as after when the babies have been chewing and mouthing them. Staff wear disposable aprons and gloves, and follow the nappy changing procedures with efficiency. Daily cleaning tasks are consistently followed and appropriate food hygiene procedures implemented. The effective sick-children, medication administration and accident procedures further keep the children healthy and well. Parents are provided with detailed information about the importance of not bringing children to nursery when they are unwell or infectious, which helps prevent the further spread of infection.

Gentle adult support is helping younger children to gain a good understanding of staying healthy. This includes encouraging the children to wash their hands after using the toilet or before meals, however, there are some inconsistencies in this practice as staff in the play scheme do not always remind children to wash their hands, such as before their mid morning snack.

Children have very good opportunities to develop their physical skills. An emphasis on outdoor play is included within the daily activity plans and routines. Younger children enjoy running around, riding wheeled toys, climbing up the steps, sliding down the slide and crawling through the tunnel, whilst older nursery children practise their balancing skills by spontaneously walking along a low line of giant building blocks. The children in the play scheme are active throughout their time at the setting. The good space within the hall coupled with the low numbers of children in such a big space means that they can enjoy more vigorous activity without presenting a hazard to others in the group. They independently select activities and eagerly demonstrate their skills with the hoola hoops and sit and ride hopper balls. They are willing and confident to try different ways of using the hoops, such as skipping forwards and backwards.

Babies play with a colourful range of stacking and push-button toys, which develop their hand to eye co-ordination. They are successfully encouraged to crawl in ample clean floor space. Staff support them well holding them up to encourage their stepping actions, strengthening their muscles and boosting their confidence. Babies' routines for sleeping are followed as staff recognise the importance of rest for

children of this age.

Children are provided with regular drinks throughout the day and babies nursed to meet their individual routines. Children enjoy a relaxed social occasion during snack and meal times; they enjoy good adult support from their key workers, who sit and chat with them about what they are eating or what they have been doing. Food is freshly prepared by Sefton Councils' catering service. Menus are designed with a focus on being low in fat, salt, sugar and additives. Effective systems are in place for sharing information about children's specific dietary preferences and requirements, and used to ensure that children's needs are fully met. Meals include a range of tastes and texture, some less familiar than others to the children. For example, the staff talk to the children about yellow peppers and tomatoes, encouraging them to try it and praising them when they do. Babies enjoy opportunities to feed themselves as staff provide them with finger foods, such as a slice of sponge for dessert.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are effectively and very thoughtfully organised. The nursery rooms are visually and aesthetically pleasing to both child and adult. Thoughtful use of furniture creates nice areas of continuous play or rest, and fittings, such as low level mirrors, provide the children with additional visual stimulation. Two year olds enjoy watching themselves jump up and down, whilst staff use them with the babies to help them gain a sense of themselves. Children have access to an excellent range of top-quality, safe and developmentally appropriate toys and resources. These are attractively displayed and organised on low level shelves and units to enhance the learning environment and make them easily accessible to the children. Children attending the play scheme are familiar with what is available and where it can be found.

Good safety procedures are in place that protect children from danger. These are further underpinned by regular servicing contracts and annual maintenance systems, such as those for the fire extinguishers and portable electrical equipment. Security is consistently maintained and staff supervise the children very well to help safeguard them. Risk assessment is carried out regularly including a daily check list. Any identified risks are reported and remedial action taken until they can be fully removed. For example, staff identified a potential hazard with the low level window sills in the garden. Whilst waiting for these to be addressed, staff have covered the sharp corners with sponge to minimise the risk to the children. Children learn about safety and keeping themselves and others free from harm throughout the daily routine. Staff gently remind the children to be careful when using the slide and to wait until others have moved out of the way. Staff understand and implement well in practise, good procedures for monitoring resting babies and infants. The fire evacuation procedure is evident throughout the setting with the exception of in the main hallway.

All staff are familiar with the procedures and practise them regularly with children, helping them to understand what to do in the event of an emergency.

The children's welfare is further protected as staff have a sound awareness of child protection issues. The manager is the designated child protection officer and herself and other staff members have completed relevant child protection training. Policies and procedures clearly detail the procedure to be followed should there be a concern and follow the guidance of the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and settled throughout the setting. Staff enjoy the children's company and are interested in what they are doing, using good spontaneous opportunities to extend and consolidate their learning. For example, an older child makes a snake out of various pieces of a small construction set and proudly shows her efforts to the group. Staff praise her efforts and suggest that they count how many pieces she has used to make it. During a game of 'guess what it is', staff help younger children to talk about what they know or think. They ask open questions, such as 'how or what does it feel like?' Children learn about opposites as they talk about hard and soft.

All nursery staff have completed training related to the 'Birth to three matters' framework and use it to good effect to plan an interesting and varied range of activities and opportunities, which promote the children's all round development. Useful information shared with parents about the children, provides the staff with good information to use as a starting point to plan future activities so that children continue to progress their learning.

Children of all ages arrive at the setting excited and eager; they eagerly choose what they want to play with and enjoy a wide range of tactile experiences both indoors and out. Children enjoy playing in the water, making patterns with shaving foam and squashing and rolling the dough when making 'currant buns'. They then use their props to sing and act out the rhyme with the rest of the group. Children enjoy stories and songs and staff provide good opportunities for children to sit close and enjoy the activity in a nice relaxed way. Little ones enjoy lots of cuddles and comfort throughout their day.

Care for babies is good; their individual needs are known and well met by staff. Key workers, where possible, provide care routines, such as changing nappies, being nursed and fed, which helps them to feel safe and secure. Staff include the babies in group activities giving them opportunities to mix and communicate with older children. In return, the older children are learning to be gentle and considerate of each other.

The children attending play scheme have a good time. There is a relaxed and sociable feel to the group. Obvious friendships have been formed and older children interact with the younger children very well. Activities are freely enjoyed by all the children. They freely discuss their favourites with visitors and proudly show their creative efforts. Staff plan a varied range of activities for the children, including learning circus skills, making their own play dough, baking scones and birthday cakes. Crafts include making magic hats, felt finger-puppets, and glass painting. The positive atmosphere created by staff means that children are less self conscious and

so freely sing and dance along to the Karaoke with gusto.

Helping children make a positive contribution

The provision is good.

All children are included and their differences acknowledged and valued. Staff form close and caring relationships with children as they show interest in and value what the children have to say and do. This gives the children a sense of belonging and is helping children to develop high levels of confidence and self-esteem. There are good systems in place for supporting children with additional needs and the setting has established close links with all the relevant local childcare services. Children gain awareness of their local environment and the diversity of the wider world through a very good selection of resources and displays that promote positive images of others and challenge the stereotypical images of ethnicity and gender.

Staff manage the children's behaviour well and give good consideration to the children's stage of development and maturity. Effective strategies are used to reinforce good behaviour. Praise and encouragements are consistent, such as when children help to tidy up or pass a book to another child. Staff create a very positive environment and support the children in a calm and caring manner. They talk and listen to children and act as good role models, showing respect and consideration for children and each other. Children respond well and as a result are learning to take turns, share and show a developing understanding of how it is nice to help each other.

Children benefit from an effective partnership with parents and other professionals in order for staff to provide good quality care, play and learning opportunities for all children. Their individual needs are met with care, as staff develop good relationships with parents and share good information in a variety of ways. Staff continue to share information about all the children on a daily basis. There is much information about the setting and the many additional services it provides.

Organisation

The organisation is satisfactory.

Children are well cared for by a fully qualified staff team who use their skills to provide stimulating and interesting activities. There are robust procedures in place for the recruitment and vetting of staff. Staffing ratios are met at all times and the grouping of children and organisation of activities ensures they are maintained at all times. Staff deployment is good, and staff generally work with children in small groups. Good arrangements are in place to ensure daily tasks are completed and there is good support regarding the completion of domestic tasks.

There are good policies and procedures in place, which overall are implemented with consistency, however, at present the operational plan does not clearly link the nursery and out of school care provision. Thus, there are some inconsistencies in the implementation of policies, such as those discussed within the report regarding hand

washing and fire evacuation procedures. The management is committed to improving the outcomes for children and has identified actions required to address these issues. All required regulatory documentation is maintained in an appropriate manner and effectively contributes to the children's safety, welfare and care.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the operational plan to ensure that all aspects of the provision operate in a consistent manner.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk