

High Hopes at Longview

Inspection report for early years provision

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Inspector Jennifer Lawrence

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

High Hopes at Longview registered in 2006 and is run by a management committee. It operates from four rooms within Longview Primary School in Huyton, Knowsley. A maximum of 57 children may attend the full day care provision, and 40 children the out of school provision at any one time. The full day care operates all week during term time from 08.00 to 17.45. The out of school care operates all week during term time from 08.00 to 09.00 and from 15.00 to 17.45, and from 08.00 to 17.45 during the school holidays. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 66 children aged from 14 months to 11 years on roll. Children attending the provision attend Longview Primary School and one other local primary school. The provision supports children with learning disabilities and difficulties. The setting is able to provide support for children who speak English as an additional language. Currently there are no children on roll for whom English is an additional language.

The provision employs eight staff. All staff hold appropriate early years qualifications. The setting receives support from Knowsley Sure start.

Overall effectiveness of the early years provision

Parents think highly of High Hopes and partnerships are a key strength of this outstanding setting. There are strong and productive links with other agencies along with the local school and this results in continual learning for all the children. The setting is very responsive to the varying needs of the children and supports children with additional needs extremely well. This means that children make exceptionally good progress. Children are safe and secure at all times and thrive in the calm and purposeful environment. Policies have clear guidelines to prevent spread of infection and to ensure regular monitoring of babies whilst they are sleeping. The self-evaluation of provision is extremely good and areas for development are accurately identified.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the outdoor provision to further enhance all the areas of learning.

The leadership and management of the early years provision

The manager of the setting is committed to improving the outcomes for all children. She is strongly focused on doing the best for the children, and staff

development is given a high priority. As a result there is outstanding provision for the children and all staff adhere to the caring ethos of the setting.

Great efforts have been made by the leadership to develop constructive and valuable partnerships with parents and other agencies to support individual children's needs. This contributes significantly to children's achievement and well-being. A notable strength of management is its ability to accurately evaluate its own performance, identify areas for improvement and initiate appropriate actions. For example, the need for an improved system of monitoring children's progress resulted in the introduction of 'learning journey booklets' which also contribute to the excellent transition procedures.

Safeguarding procedures are in place and the induction of new and supply staff ensures that these are adhered to. Vulnerable children are supported exceptionally well by regular meetings with outside agencies.

The quality and standards of the early years provision

Children happily enter the setting and engage well in activities because of the sensitive support from their key workers. Social and emotional wellbeing is enhanced by screening children and developing individual plans for children which are shared with parents. Children are encouraged to be independent, for example, they help themselves to their own water bottles, identified by use of photographs, and tidy away equipment. The extremely good language support from staff encourages children to talk and to extend their vocabulary. As a result, some of the older children recall a previous visit to the zoo in detail. Displays of the children's work show that they have started to write for a purpose. A sign made from lollipop sticks had 'High Hopes' with a good standard of letter formation. Babies and toddlers explore a range of resources using all their senses. For example, staff were skilfully extending their sensory experiences in water play by blowing the bubbles on their hands and tummies and engaging in constant dialogue.

Individual play plans support children very well and this, in addition to the exceptionally good care given to the children, contributes significantly to the high level of confidence that the children display. Staff make very good use of child-initiated activities to promote learning. For example, a child drawing round an adult's hand was asked if there were enough fingers. He replied 'One finger short'.

Observations of the children are used extremely well to inform assessment and planning for their next stage of development. Transition procedures are very well developed, for example, there are individual records of achievement (learning journey books) which are shared with the next setting and this is further strengthened by discussion between staff.

Children visit the library to support their language and literacy development and also visit the local shops for ingredients for cooking. The setting provides the children with opportunities to taste a wide range of foods in addition to learning how to make healthy choices. Protective clothing for children encourages use of the outdoor provision, although this is not as well developed as other aspects of the provision

and restricts some opportunities for children to practise and extend their experiences in all areas of their learning. This has been identified by the setting as a key priority for their development.

The children have recently been involved in fund raising and this is supporting their awareness of others. Children have access to resources which promote their understanding of different cultures. They celebrate different festivals, and visits, for example to China town, enhance these experiences.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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