

Hamoaze House

Inspection report for early years provision

Unique reference number	EY306757
Inspection date	14/01/2009
Inspector	Heather Morgan

Setting address	Hamoaze House Trevi Family Centre, Hamoaze House, Mount Wise, Plymouth, Devon, PL1 4JQ
Telephone number	01752 566100
Email	office@hamoazehouse.org.uk
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

Hamoaze House was registered in 2005 and is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in the Mount Wise area of Plymouth. The building has a lift to assist access to all areas. The crèche has two playrooms for children of different ages and an enclosed outdoor play area. The crèche provides a service for adults using other facilities within the building and is open between 09.15 and 12.15 in the mornings and 13.00 and 16.00 in the afternoons, throughout the year.

A maximum of 12 children may attend the setting at any one time and there are currently 11 children attending, all of whom are in the early years age group, and all attend on a part-time basis.

The crèche employs a manager and one other member of staff, both of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are happy and relaxed within the setting, where they enjoy good relationships with members of staff. They engage in a range of interesting and varied activities that support their progress and development. Good attention is paid to meeting the individual needs of the children attending, particularly when planning activities that reflect their current interests. Staff have a strong commitment to improvement; they regularly reflect on their practice and are skilled in identifying ways to improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the ways in which assessments of children's progress are used to plan activities that build on what they already know and can do
- continue to develop activities and experiences that raise children's awareness of cultural diversity

The leadership and management of the early years provision

The setting is well organised and uses clear policies and procedures effectively to underpin good practice. There are robust recruitment procedures in place to ensure the suitability of new staff, who quickly settle and are confident about their roles and responsibilities. The manager provides strong leadership and is a good role model. Staff regularly reflect on their own practice and evaluate the service they provide to children and their families. This enables them to identify new ways to improve outcomes for children. For example, they are introducing healthy eating and good dental hygiene initiatives to support children's good health. Staff

enthusiastically access a range of training opportunities to promote their professional development, and are keen to share what they learn with each other and with parents.

Staff highly value the good relationships they develop with parents as this is one of their key focuses to ensure positive outcomes for each child in their care. They regularly share information about children's progress and development, and also provide parents with good suggestions of how they can support their children's learning at home. For example, they suggest simple gardening activities to encourage children to play outdoors and develop an understanding of how plants grow.

Children's welfare is given high priority and staff are very clear about their responsibility to safeguard children. They have opportunities to access relevant training to keep their knowledge up to date, and they have clear procedures in place to support them in taking appropriate action in the event of any concerns.

The quality and standards of the early years provision

Children are supported well in developing a healthy lifestyle. They enjoy regular, nutritious snacks and drinks throughout the day; advice is available for parents to support them in providing healthy packed lunches. Children use the outdoor play area in fine weather and also go out on walks to ensure they get plenty of fresh air and exercise. They also have good opportunities to develop their physical skills indoors. For example, they learn how to throw and catch a ball and enjoy dancing and moving to music.

Children are safe and secure within the crèche as staff regularly check the premises and take steps to ensure that play areas and activities are appropriately supervised. Children are able to choose from a wide variety of resources that are stored at a low level so that they can be accessed safely.

Children have good opportunities to participate in a wide variety of activities that reflect their interests and stage of development. Staff know the children well and respond promptly to their ideas and suggestions. Children are supported sensitively by staff who engage in their play in order to sustain their interest and promote their learning. For example, when exploring natural materials in the soil tray, children's interests are extended by the introduction of animals.

Children are lively and enthusiastic learners, often recalling previous activities they have enjoyed. For example, they talk about the colourful wall displays that remind them of a recent nature walk and also notice that Christmas decorations have been removed. Children access resources such as books and dolls to begin developing an awareness of difference and diversity. Home languages are sometimes reflected by staff who use simple words and signs to acknowledge different ways of communicating. Staff are currently seeking additional ways to promote children's awareness of diversity by exploring a wider range of festivals and celebrations.

Staff regularly observe children's play and evaluate their progress and

development. They have begun to use this information to build an informative record of children's achievements in each of the six areas of learning. They know the children well and plans reflect children's current interests and abilities, although they do not always clearly indicate children's next steps for learning. Nevertheless, through sensitive interaction with their play, staff support children well in making progress towards the early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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