

Hetty (Hoole Enterprise Trust – Time for You)

Inspection report for early years provision

Unique reference number	EY361734
Inspection date	11/05/2009
Inspector	John Dunne
Setting address	Hoole C of E Primary & Nursery School, Hoole Lane, CHESTER, CH2 3HB
Telephone number	01244 323890
Email	head@hooleceprimary.cheshire.sch.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 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

Hetty (Hoole Enterprise Trust – Time for You) comprises of a pre-school and out of school care for children aged from two years upwards. It opened in 2007 and is part of the Social Enterprise Trust, situated within Hoole Church of England Primary School. A maximum of 82 children may attend the provision at any one time. The pre-school is open each weekday from 08.00 to 17.45, 51 weeks of the year. The out of school club is open from 08.00 to 09.00 and from 15.10 to 17.45 during term time and 08.00 to 17.45 during some school holidays, according to viability.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 88 children aged from two to under six years on roll in the pre-school. Of these, 62 children receive funding for early education. Children come from a wide catchment area and may attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. There are currently 38 children aged from five to 11 years on roll in the out of school club. The out of school club caters for children from Hoole C of E Primary School and a neighbouring school. Hetty employs 16 members of staff. Of these, one is a qualified teacher, one is a higher level teaching assistant, four members have an early years qualification to National Vocational Qualification (NVQ) at level 3 and two at NVQ level 2. Two members are working towards NVQ at level 2 and others have experience of childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. In this bright and welcoming setting, dedicated staff promote all aspects of children's welfare well. Children are safe and secure at all times and all enjoy their experiences. The quality of interaction between staff and children and the rich and stimulating activities provided are particular strengths and contribute significantly to ensuring that the needs of all children are met and as a result all make good progress. There is good capacity to improve because self-review by the manager and the team ensures that areas for improvement are identified and acted upon. Staff are beginning to develop assessments of children's progress towards the early learning goals but plans for their next steps in learning are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop more individually focused assessment records for children to effectively identify their next steps for learning.

The leadership and management of the early years provision

The manager and staff team are very committed to improving the provision and work closely with the staff from the main school and others to improve learning opportunities. As a result, children's progress is improving because staff are growing in their understanding of the early learning goals and how to assess and record children's progress towards them. All adults form a closely knit team who work and plan effectively together. For example, staff frequently meet to discuss and record progress in children's personal diaries about their 'learning journey'. Staff evaluate the effectiveness of activities from the previous week and use this well to plan activities for the next stages of learning. However, these records and assessments are not yet fully effective to enable the planning of programmes for each individual child's next steps in learning. Training needs of staff are identified and development opportunities planned accordingly. Areas for improvement identified at the last inspection have been dealt with effectively. Secure safeguarding policies and procedures are in place and effectively implemented to ensure that the children are extremely well protected. These include robust procedures for the recruitment and induction of staff and very thorough daily safety checks for both inside and outside facilities. Other safety checks and procedures are good and standards of hygiene are high. Arrangements for medication and dealing with children's individual medical needs are exemplary. Parents and carers hold the quality of leadership and management in high regard and are appreciative of the quality of information they receive about children's progress.

The quality and standards of the early years provision

All children enjoy a happy time in this very caring setting. Staff know the children very well and there is an effective key person system. Consequently, relationships between adults and children are good and this is evident in the children's self-confidence and happy faces. Staff plan a well balanced and really interesting range of activities based around children's choices and these promote children's independence and their ability to work together well. All staff are very skilful in using questions and in using children's actions and responses to provide constant stimulation and this is making a good contribution to children's good learning development. For example, in a simple game of printing, timely prompts from staff deepened children's understanding of colour, animal names and counting. Children are taught and demonstrate correct hygiene in relation to food and toileting. They learn about safety through stories and role play and learn to value diversity through books and toys representing a wide range of cultures and disabilities. The provision of healthy snacks and opportunities for vigorous outdoor play encourages a healthy lifestyle. Outdoor provision is well used to promote learning through an extensive range of toys and structures to which children have continuous and free access. Children's knowledge and understanding of nature and seasons are well promoted through, for example, the daily weather report and growing tomatoes and watching tadpoles develop. Children's creative development is a strength. Musical instruments and art and craft resources abound in this this setting and children love using them.

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

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