

# Hatterspace Community Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY274192
<b>Inspection date</b>	20/08/2009
<b>Inspector</b>	Jackie Nation
<b>Setting address</b>	Upper Abbey Street, Nuneaton, Warwickshire, CV11 5BT
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<b>Email</b>	
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Hatterspace Playscheme opened in 2003. The setting is one of a number of schemes run by the Take A Break organisation which provides an inclusive service to support children with disabilities and/or learning difficulties. It operates in the Hatterspace Community Centre in Nuneaton. There is a fully enclosed area available for outdoor play. The premises are easily accessible via a ramp at the front entrance. The group serves children and their families in the local and wider area.

The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children may attend the setting at any one time. There are currently 15 children on roll, this includes five children who are within the Early Years Foundation Stage (EYFS). Children attend a variety of sessions.

The setting is open during the school holidays. Sessions times are from 10:00 to 14:00.

Six staff work with the children, four of whom hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and confident in the care of a dedicated staff team. Children's welfare, learning and development needs are met effectively in this welcoming and highly inclusive environment. Partnership with parents and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well. The self-evaluation process is in the early stages of development. However, the management and staff team ensure that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

## What steps need to be taken to improve provision further?

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

- ensure that the necessary information from parents in advance of a child being admitted to the provision is obtained including who has legal contact with the child and who has parental responsibility for the child
- develop further the system to monitor and evaluate the quality of practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review vetting systems to ensure all staff are aware of their duty to declare any issues that may affect their ongoing suitability to work with children.

## **The leadership and management of the early years provision**

The setting offers a bright, welcoming and caring environment for all children which is accessible and promotes their independence. There is a strong emphasis on child-initiated activities and children's own interests direct the play. Inclusive practice is outstanding at this setting and this ensures all children have their needs met and achieve well. Children are respected as individuals and treated with equal concern. The management and staff team are very committed to their work and act as positive role models ensuring children play, learn and have fun within a safe and stimulating environment. Staff interaction with the children is good, they motivate and engross children in activities they enjoy.

All records and information about children's attendance, medication and accidents is accurately recorded and stored to ensure confidentiality. Children's records detail most of the required information and all the necessary written consents from parents. However, the setting has not obtained information from parents about who has legal contact with the child and who has parental responsibility for the child. The care environment is safe and secure and detailed risk assessments are completed and reviewed regularly to minimise risks to children. Children's welfare is supported very effectively through the key person system, together with high adult-child ratios consistently being maintained and the effective deployment of staff. As a result, good support is provided for children with learning difficulties and disabilities to ensure full participation in all activities. All staff have been subject to vetting procedures before working with the children. Staff are trained in safeguarding and participate in a comprehensive induction programme prior to them joining the setting. However, the setting has yet to devise a system to check the ongoing suitability of staff.

Partnerships with parents are very well-established. Parents provide detailed information about their child's needs and abilities, such as their like and dislikes, special health and dietary requirements, to enable staff to safeguard and promote the welfare of the child. Good links exist with other agencies to ensure children get the support they need while at the setting. Parents are provided with good quality information about the provision and are kept well informed about their child's care routines, activities and achievements at the end of each session to ensure continuity of care. The self-evaluation process is in the early stages of development. The management and staff team ensure that any priorities for future development are promptly identified. At the end of each playscheme the setting reviews its provision with parents and other agencies to identify what was successful and what could be improved in the future.

## **The quality and standards of the early years provision**

Children enjoy attending this happy and friendly setting. Staff are caring and attentive and consistent routines ensure children develop a sense of belonging and feel safe within the setting. Staff know the children well and have devised a system to observe and assess children's learning and development, they use this information to ensure all children are able to make good progress in whatever

activities they choose. A broad range of purposeful play and exploration both indoors and outdoors is provided for all children and links to the topic and children's interests. Planning is in place and the routine is flexible to allow children to take their time at activities they enjoy. Parents contribute to the planning process by being asked their opinion of activities and how they can be developed. A record of children's enjoyment and achievement is maintained and shared with parents at the end of the playscheme.

The organisation of the environment ensures children have easy access to a wealth of good quality equipment, toys, sensory resources, art and craft materials and outdoor play. Photographs of the resources available are displayed in the reception area for children to choose from before they enter the playroom. Resources and activities are well matched to the full range of children's needs. Children have spacious areas to move around and develop their play with their key worker or their peers and this has a positive impact on their confidence and motivation. Children's creativity is fostered very well as they explore sand, water, play dough and 'gloop'. They happily engage in role play in the home corner and make cups of tea for the visitor to the setting, this helps promote the development of their social skills and confidence when playing together. A good selection of puzzles, construction, play mats, discovery toys and musical instruments are easily accessible for children to play with. Children enjoy sitting in the 'cosy den' area with staff looking at books, reading stories and exploring a range of toys to support learning through sensory stimulation. Staff support children in using a variety of communication strategies including signing when appropriate. There are good opportunities for children to develop their mark-making skills using felt pens, chalks and paint. Children particularly enjoy the freedom of a well-resourced outdoor play area where they play with magnetic blocks, balls, pedal bikes and negotiate obstacles. They are curious about the outdoor environment and enjoy observing changes in the weather. Children's understanding of the wider society is enhanced through opportunities to visit local shops and parks, and places of interest, such as 'The Sea Life Centre'.

Staff help children develop an understanding of how to keep themselves safe. They take part in regular fire drills and reminders from staff help them to understand how to use play equipment appropriately and safely. Staff have good systems in place to support children's health and well-being. Healthy lifestyles are encouraged with the provision of healthy snacks and well-established hand washing and personal care routines. Children enjoy sociable snack and meal times, staff encourage children to try the different types of fresh fruit provided during snack time, such as blueberries, grapes and strawberries. Children's dietary needs are met well and parents provide a packed lunch each day which is stored safely. Good behaviour is promoted; children behave well and are encouraged to show care and consideration for each other. Any incidents are dealt with in a sensitive and positive manner and in a way that is appropriate to the child's level of understanding.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **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