

Hippitots

Inspection report for early years provision

Unique reference number

EY233891

Inspection date

20/10/2009

Inspector

Sharon Greener

Setting address

The Tarka Centre, Commercial Road West, Coxhoe,
Durham, County Durham, DH6 4HJ

Telephone number

0191 3773759

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hippitots Nursery opened in 2003. It operates from three playrooms in a two storey building. It is located in the Coxhoe area of Durham. The nursery is opened each weekday from 7.15am until 6pm all year round. The setting offers out of schools hours care each weekday during term time from 8am until 9am and 3.15pm until 6pm, and weekdays during school holidays from 7.15am until 6pm.

They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers for a maximum of 48 children at any one time. There are currently 56 children on roll, of these 41 are in the early years age range, and 15 are aged between five to under eight years. Of these 21 children receive funding for early years education. There are currently two children aged over eight years on roll. The nursery employs nine staff. All staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting welcomes all children and their families into an inclusive environment. Staff work effectively with parents and very well with others to meet children's individual needs, and children make good progress. The service, care and education provided is evaluated very well and areas for further development are identified and tasked effectively. All of the required documentation is in place and the vast majority is very well organised and maintained. Overall, children have access to a very good range of resources and activities.

What steps need to be taken to improve provision further?

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

- develop further systems to organise and make more readily accessible records relating to risk assessments
- ensure that opportunities and resources to help raise children's awareness of diversity and the wider world are provided consistently across all age ranges.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of policies. For example, they are able to reiterate the action to be taken regarding a lost or uncollected child and to safeguard children from harm. All staff have completed safeguarding training and this is updated regularly. The recommended child protection literature and relevant contact details are in place. A detailed complaints policy is in place which includes Ofsted's role and contact details. Staff show a very good awareness of the procedure. The Ofsted poster is prominently displayed for parents information.

Recruitment and induction procedures are robust. Systems to ensure the ongoing suitability of staff are very good and include the renewal of Criminal Records Bureau Checks every three years. Staff are very well supported through regular team meetings, annual appraisals and access to pertinent training. Procedures for the collection of children are strict. Regular fire drills are carried out and recorded. Security is very well maintained. All visitors are screened and fully supervised by staff. Staff are very well deployed and work efficiently as a team. Children are very closely supervised.

The required documentation is in place. The vast majority is very well organised. Risk assessment procedures are very good, though records are not as easily accessible as other documentation. Systems of assessing the service, care and education provided are effective. All staff, parents and children have an input into the process. Recommendations from the last inspection have been addressed. Staff show a genuine commitment to the continued improvement of the service provided. Very good use is made of space. Playrooms are very well laid out. Children have access to a wide selection of resources and are able to make choices and self-select resources from the child-friendly storage systems. This helps foster their decision making and independence skills. Staff understand the importance of promoting equality and eliminating discrimination. They present as positive role models and some have completed relevant training. In general a good selection of activities and resources are available to help raise children's awareness of diversity and the wider world. However, these are not distributed evenly throughout the playrooms to ensure consistent access for all children. Procedures in place to support children who speak English as an additional language or those with special educational needs and/or a disability (SEND) are good. Staff are able to explain how they work closely with parents and liaise with others to ensure children's needs are met. For example, where necessary they would adapt the environment and activities, provide additional equipment and one-to-one support.

Staff keep parents very well informed of their child's progress and day-to-day events. This is achieved through the effective use of displays, newsletters and ongoing verbal feedback. Respective parents have access to their children's records. They are actively encouraged to contribute information regarding their child's development through the 'Magic Moments' system. This allows parents to submit their comments to their child's key person and share pertinent information. Staff keep parents very well informed of their child's current interests and preferred activities. This allows them to mirror activities at home to support their child's learning. Verbal feedback from parents and that via greetings cards displayed is most positive. One parents said she 'felt very well informed' and that 'staff were very interested in her son as an individual'. Positive feedback is also obtained from the bi-annual surveys carried out by an external agency. Staff have established very good links with others delivering the Early Years Foundation Stage (EYFS). They frequently visit the local primary school and share relevant information with teachers to support and enhance children's continuity of learning.

The quality and standards of the early years provision and outcomes for children

Staff show a very good understanding of the EYFS. Children are provided with a very good range of learning experiences, including a good balance of adult led activities, such as, cookery, story time, singing and additional physical play activities. Plans are flexible in response to children's interests. For instance, one pre-school child shared their experience of visiting a fire station. This acted as a catalyst and several children then showed a keen interest in fire engines and fire officers. Staff provided relevant resources and incorporated linked activities into the planning for those children. Children benefit from the good quality interaction of staff that are enthusiastic and well motivated. Effective procedures enable staff to establish a very sound understanding of children's individual requirements and initial starting points. Information acquired through ongoing observation and assessment is very well documented. Details include evaluations of activities, children's achievements and the identified next step to support each child's progression. This helps effectively shape and inform planning. Children are able to participate and learn at their own level and pace and they progress very well towards the early learning goals.

Staff make very good use of discussion and questions to enhance children's learning. For instance, a child wishing to build a helicopter using a plastic construction set was encouraged to consider which pieces they would need to make their model. After some thought the child said that 'The long pieces would be best to make the top of the helicopter'. The child confidently gathered the pieces needed and was praised readily by the staff member. This helps promote children's confidence and self-esteem. Children's behaviour is managed very well by staff with a clear understanding in this area. They demonstrate a calm and consistent approach and use age appropriate tactics effectively. Children respond positively and their behaviour is very good. Very close, warm relationships are evident between children and staff. Children are very confident in their communications and interactions with staff and are happy and relaxed. For example, staff working with babies give lots of reassurance and eye contact. Babies are encouraged to communicate whether this is through facial expressions or verbal utterances. For instance, a baby whooped with joy as they splashed in the water. A staff member responded by laughing and splashing in the water, encouraging the baby to repeat their actions, which they did. Children initiate conversations readily and ask questions freely. They interact very well with peers and show concern for others. This is demonstrated through their willingness to take turns and share resources. Staff help raise children's awareness of safety through discussions about 'stranger danger', the correct use of resources and tidying toys away. Children practise road safety and fire drills. This helps keep them safe.

Hygiene standards are very well maintained. Staff present as positive role models. Familiar routines help promote and reinforce children's understanding of good hygiene practices. For instance, a young child helped a member of staff wash the tables in preparation for lunch. The benefits of an active lifestyle are very well promoted. Children have daily opportunities to take part in a very good variety of

activities and to use a wide selection of resources and equipment to support their physical development. The large garden offers children the opportunity to practise and refine their physical skills and to observe wildlife, explore for mini-beasts and investigate plants and herbs. Parents are closely consulted about children's medical or dietary needs and details are recorded. Healthy eating is very well promoted. Menus are displayed and offer a variety of nutritious meals. Children have access to fresh drinking water and other suitable drinks throughout the day. Staff have a very good understanding of how to manage the administration of medication, an accident or the care of a sick child. This helps promote and preserve children's welfare.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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