

# Hawthorn Tree Community Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY234882
<b>Inspection date</b>	21/10/2009
<b>Inspector</b>	Tara Street
<b>Setting address</b>	Toot Lane, Boston, Lincolnshire, PE21 0PT
<b>Telephone number</b>	01205 362255
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

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## **Description of the setting**

Hawthorn Tree Community Children's Centre is run by a voluntary committee which delivers the High Scope approach. It opened in 2002 and operates from a portable building within the grounds of Hawthorne Tree Primary School on the outskirts of Boston, Lincolnshire. There is a secure enclosed outdoor play area. There are no issues which may hinder access to the premises. A maximum of 40 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The pre-school is open from 9:05am to 11:35am followed by an afternoon session from 12:30pm to 3:00pm during term time. The out of school club runs from 8:00am to 8:50am and 3:20pm to 6:00pm during term time. The holiday club runs most weeks during the school holidays from 8:00am to 6:00pm. Children attend for a variety of sessions.

There are currently 172 children on roll. Of these, 136 are under eight years, and of these, 85 are within the Early Years Foundation Stage. Of these, 45 are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 13 permanent members of staff, including the managers, who work directly with the children. There are 12 staff members who hold appropriate early years and/or play work qualifications and one holds a Foundation Degree. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Managers and staff successfully and consistently promote children's welfare, learning and development. The children are central to how the setting operates; practitioners carefully listen to all children, they fully respect their views, ideas and interests and incorporate these into all aspects of the service. High regard is given to keeping children safe and to providing a rich learning environment that positively reflects diversity and the world in which children live. The children are making excellent progress in their learning; they are enthusiastic, eager, and motivated learners who are settled and secure at the setting. An outstanding commitment is demonstrated by all, such as continuing with their professional development, with the managers being full of ideas of how they want the setting to develop further. They lead by example, with their passion and enthusiasm motivating staff to provide the best experience they can for all the children.

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

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

- promote further partnership with parents by extending links between home and the pre-school with particular reference to the sharing of relevant activities to continue some play and learning activities at home.

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

Highly effective management systems ensure that all necessary records, policies and procedures are in place, updated when changes are identified through their thorough reviews and that day-to-day paperwork is accurately maintained. There are comprehensive self-evaluation processes that monitor and evaluate children's care and education, which means managers and staff are extremely proactive in identifying their strengths and take positive steps to bring about continual improvement. These processes are inclusive to all and build on views from all practitioners, committee members, parents, children and external agencies. This includes staffs' excellent commitment to their own ongoing professional development. For example, they access a wide variety of training courses to extend their skills and knowledge, effectively using training to influence the high quality of experiences they offer children.

Robust policies and procedures, including the recruitment and vetting of staff, ensure that only suitable adults have access to the children during their time in the setting. Security is a given a high priority and staff challenge unknown visitors. All staff have undergone appropriate training and are aware of their duty to safeguard children. They ensure that children are very well supervised at all times, with the layout of the premises making this easy to do. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises and during regular activities. These are completed by the staff in each area to ensure they reflect what they actually do and are supplemented by daily checks to ensure any changes are noted and acted upon if necessary. Particularly evident is the excellent use of resources and the pride that staff and children have in all areas of the setting. Staff ensure that all areas of the premises are utilised, to provide children with vast amounts of play space both inside and outside. Children are highly encouraged towards independent access of age-appropriate activities and equipment by their careful positioning.

Partnerships with parents and other early years professionals are excellent. New families are made to feel very welcome with settling-in sessions tailored to their needs. All necessary information is gained about individual children through 'I Can' and 'All About Me' books as well as through regular updates to their details, such as information concerning allergies as they grow and develop. Parents access a wide range of information regarding their child's welfare, learning and development, for example, notice boards, daily discussions and planning. They meaningfully contribute to their child's progress record, which means they are fully aware of the range of activities children enjoy and their achievements. Through working purposefully together and by sharing and exchanging information from the

beginning, consistency and continuity is promoted for children. However, some systems to support parents in extending children's learning at home, in partnership with the setting, are still developing. Staff liaise very well with other early years professionals as well as a number of external agencies through comprehensive care plans and discussion with parents to ensure children receive the support they need.

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

The staff know the children extremely well. They effectively support children's learning through asking them a wide range of challenging questions and through planning a rich curriculum around the individual child. Children are an integral part of the planning process. Their views and ideas and the accurate observations carried out by practitioners influence the activities provided. Staff clearly understand how children learn and develop and they use their extensive knowledge to ensure children make excellent progress towards the early learning goals. All activities, planning records and children's progress are purposefully and regularly evaluated and monitored to quickly identify any gaps so that they are addressed effectively and efficiently. This includes setting up comprehensive systems to meet the needs of children with special educational needs and/or disabilities and those for whom English is an additional language, which ensures they are included in all the experiences provided. There is a consistent team working with the children and they work extremely well together, working with high staff to child ratios, which means they deploy themselves effectively to successfully meet children's individual needs. Their relationships with the children are excellent and they have positive and meaningful interactions. The children are respectful of others and through extremely positive role models and effective behaviour management strategies the children behave very well. Children in all age groups have lots of opportunities to work together, developing collaborative skills, learning to share and take turns and thus develop skills for the future. The children learn about the world and community they live in through regular visitors to the setting and by accessing extensive resources that promote positive images of all people in society.

Children obviously enjoy their learning and achieve high standards. They eagerly play with the wide range of stimulating and interesting activities that cover all aspects of their learning, for example, problem solving, language and literacy and information and communication technology. The effective organisation of the resources enables children to make independent choices and decisions. They do this with enthusiasm and this contributes to them having a positive attitude towards their learning, promoting their confidence, self-esteem and progress. For example, children eagerly make pictures with a wide range of freely chosen collage materials, use a range of musical instruments to create different rhythms and sounds and delight in expressing themselves creatively through their role-play and art activities.

Children's welfare and learning is paramount at the setting and is promoted extremely well. Illness, infection and hygiene is managed very well within the

setting, which contributes to successfully promoting children's health and well-being. Children independently wash their hands throughout the day and make healthy choices for their snacks. For example, they confidently choose from a selection of grapes, orange, apple, banana, carrots and tomatoes. In addition, the children thoroughly enjoy being active; they play outdoors in all weathers. They enthusiastically ride on bikes, make mini obstacle courses with tents and tunnels and explore the sensory activities, such as sand and water play and digging in the soil. This is further promoted through activities, such as planting and caring for winter pansies, sweet peas, potatoes and sunflowers. This provides excellent opportunities for those children who learn better through physical activity. Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe, such as to read a book together or when they are feeling tired, including those new to the setting. Staff reinforce their understanding of safety through activities, such as visit by the police, role play about road safety and practises of the fire drill.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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