

# Hazel Dene Childcare Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY396157
<b>Inspection date</b>	25/05/2010
<b>Inspector</b>	Vivienne Dempsey
<b>Setting address</b>	Hesleden Primary School, Hesleden, HARTLEPOOL, Cleveland, TS27 4PT
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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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**

Hazel Dene Childcare Ltd is managed by a non-profit making company, limited by guarantee. The provision operates from Hesleden School in Hesleden Village, County Durham. It was registered in 2009. Breakfast and after school care is provided for up to 16 children under eight years. Day care is also provided for up to 16 children aged between two and five years, during term time only. Out of school care operates from 8am until 8.55am and again from 3pm until 6pm, children have the use of the main school hall, computer suite, library and the outdoor play areas. The day care provision operates from 8.55am until 3pm and children are accommodated within the school nursery and have access to the enclosed outdoor play areas. There are currently 26 children on roll, of whom, 12 are in the early years age range. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. Children over eight years may also be cared for in out of school sessions. Two members of staff are currently employed to work directly with the children and both have appropriate childcare qualifications and experience. The manager has completed her early years foundation degree.

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

Overall the quality of the provision is good.

A warm and welcoming environment is provided to all children and their families. Staff have developed strong links with parents and they are kept well informed of their children's progress. Partnerships with other providers are used effectively to promote good quality education and care. This helps to ensure children make good progress in their learning and development. Parents, children and other providers are involved in the self-evaluation process. For example, information collated from parent and children's questionnaires are used to develop the service provided, promoting continuous improvement and 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 use of observations to clearly plan for next steps in children's learning.

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

Staff provide a very safe and supportive environment, which helps to keep children safe. They have a good understanding of the signs and symptoms of abuse and know who to contact with any concerns. Records for the safe and efficient management of the setting are in place and regularly maintained. For example, records of accidents and the administration of medication are in place and shared with parents. This helps to protect the children's welfare. A clearly defined

procedure for the emergency evacuation of the premises is in place and regular evacuation drills are carried out and details recorded. This helps to protect the children's safety and develops their awareness of how to stay safe.

Staff provide a good range of resources both indoors and outdoors, which are fit for purpose and support the children's learning and development very well. The environment is conducive to learning, safe, clean and well cared for. Staff provide a wide range of interesting activities and resources to promote the children's understanding of differences. For example, children learn about different religions and cultures, such as, making lotus flowers and freedom birds whilst learning about Buddhism. They also enjoy tasting foods from around the world, such as, chickpea curry, coconut rice, mango and coriander.

Good links with parents have been developed. Information regarding children's previous learning and interests are collected from parents at registration. For example, parents are asked to complete an all about me book for their child, which enables staff to identify the children's interests and starting points. Links with other providers are very good and make a strong contribution to the children's achievement and well-being. All staff work closely together to ensure progression and continuity of learning and care. They use the Ofsted self-evaluation tool to evaluate the service they provide and have a good awareness of the strengths and weaknesses of the setting. Plans are in place to help secure further improvements, thus promoting outcomes for children.

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

The children are very happy and settled. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Staff have a good understanding of their learning and development requirements, which helps to support children's progress towards their early learning goals. Good systems are in place to ensure that every child receives an enjoyable and challenging learning and development experience. Observations are used to plan for the next steps in children's learning, however, this link is not always clear, which does not fully promote the children's learning.

The children enjoy planting broad beans, strawberries and pumpkin seeds in the garden. This gives them the opportunity to examine change over time, whilst developing their awareness of living things. A wide range of resources for children to develop their early writing skills are available. For example, children enjoy mark-making with feathers and food colouring. The children enjoy playing with the small world pirates and boats, they have fun designing treasure maps and dressing up as pirates. This helps to develop their creative skills and makes learning fun. The children confidently operate the mouse on the computer to complete simple programmes, which helps to develop their skills for the future.

The children engage in a wide range of physical activities, both indoors and outdoors, which helps to increase their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, they enjoy

climbing, digging and riding bikes in the outdoor areas. The children adopt good personal hygiene routines and confidently take about 'getting the germs off' when washing their hands. The dental hygienist visited the setting to develop the children's awareness of dental hygiene, encouraging children to adopt a healthy lifestyle. Other visitors to the setting include the police and fire service, which develops the children's awareness of how to stay safe.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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