

Hawks After School Care

Inspection report for early years provision

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Inspector

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Type of setting

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).

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.

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Description of the setting

Hawks After School Care is one of two settings owned by Little Harriers Nursery. It opened in 2010 and operates from two rooms in a purposely adapted single storey building in the grounds of Dunsfold Park. The building is accessible to children and adults with physical disabilities. It is located close to Dunsfold, Cranleigh, Alford and Bramley on the Surrey and West Sussex borders. Children have access to an enclosed outdoor play area.

Hawks After School Care is registered on the Early Years Register, compulsory part and voluntary part of the Childcare Register. A maximum of 30 children may attend the setting at any one time, all of whom may be in the early years age range. Currently there are 26 children on roll, of which 11 are in the early years age range. The setting supports children with learning difficulties and/or disabilities. It is open each weekday from school pick up to 6.00pm term time and from 8.00am to 16.00pm during school holidays. It provides a school collection service during term time from a couple of local schools.

There are three main staff on roll one of whom has an early Years qualification. There is also access to supply and cover staff from Little Harriers Nursery as and when required.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers an exemplary service that successfully promotes all aspects of children's welfare and development. Children are exceptionally well cared for in the safe, inclusive environment. Excellent relationships with parents and other partners contribute significantly to help ensure that each child is effectively supported and flourishes in the setting. High quality self-evaluation by the staff team, parents and children means that clear targets are mostly identified for improvement. This helps to check that the provision is highly responsive to the needs of the children whom attend and their families.

What steps need to be taken to improve provision further?

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

- continuing to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The setting gives the highest priority to safeguarding children. Clear and robust systems for recruitment ensure that children are cared for by a suitable and well qualified staff team. A successful induction and monitoring programme means that staff implement policies and procedures effectively in practice. Staff have a comprehensive awareness of safeguarding issues, are well trained and able to respond to concerns quickly and appropriately. All the required records that promote children's good health, safety and wellbeing are in place. Thorough risk assessments and detailed attention to safety issues ensures that the environment is safe and suitable for the children who attend. Excellent use is made of resources at the setting. Staff work extremely well together as a team and are deployed very effectively to ensure children benefit from an appropriate level of support. Space and equipment is extremely well organised to create a welcoming, stimulating learning environment where children have access to high quality resources and appropriate specialist equipment where necessary.

The management team communicate a clear vision for the setting that motivates staff to provide a high quality service for children. Self-evaluation reflects rigorous monitoring of the service and results in mostly clear targets for development that lead to sustained improvements in outcomes for children. The promotion of equal opportunities and diversity is at the heart of the service offered by the setting, and the provision is highly successful in ensuring all children are fully integrated and make the best possible progress in relation to their abilities. For example, a child that is hearing impaired is well supported as the proprietor of the setting holds a British Sign Language Stage 2 qualification and uses her knowledge and skills to promote communication. Partnerships with parents are exemplary and there is excellent two way communication on day-to-day basis as well as frequent opportunities to discuss children's progress. The setting works very closely with other relevant professional and partners such as Disabled Children's Access to Children (DCATCH). This enables all children to benefit from excellent equality, cohesive care and learning experiences.

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

Children thoroughly enjoy their time at the setting. They show a strong sense of security and settle quickly when they arrive. They form close bonds with key staff because staff are friendly, interested and enthusiastic about what they do and make children feel welcome and value their ideas. They take time to get to know the children and make observations on them linked to the areas of learning; this enables staff to offer a range of activities that stimulate and challenge their interests, but flexible enough to constantly adapt and respond to changing moods, interests and needs in order to maximise each child's engagement and success. During free play sessions staff sit with children interacting warmly whilst extending their play, for instance, during activities such as art and craft children are

encouraged to look at colour and design. Children are extremely well motivated, they co-operate and work together to problem solve during games such as snooker and to build camps and dens with tunnels and blocks with success.

A strength of the setting is, however, in offering positive outdoor experiences in which children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. Children are inspired to achieve, manage risks and develop exceptionally high levels of confidence and self-esteem through hands on learning experiences enjoyed in a nearby woodland environment, in all weathers (except high winds). For example, children enjoy a semi-cleared area of woodland that keeps children as safe as possible whilst giving opportunities to explore and discover other areas of more dense ground flora, such as brambles and overhead hazards. As a result, children grow stronger physically, become more balanced and coordinated. They show high levels of independence as climb, move tree trunks and run through rough, uneven terrain. They learn about the natural environment as they discuss the weather and explore tracks and the natural habitats of deer and rabbit, taking care not disturb them. They learn how to handle tools, play and boundaries for behaviour; both physical and social. Children show an increased desire to interact with staff and their friends about the wonderful experiences they share. They communicate confidently and recall passed experiences with enthusiasm such as creating a circle area for seating made from tree trunks to surround the fire pit, to create a cozy enclosed area for calm times around the fire area. Staff provide realistic challenges for children such as scavenger hunts and allow them to work through the challenges they set themselves. This supports their development, actively engages them and helps them better understand themselves and each other. Staff consolidates children's learning through activities within the setting. As a result, children learn valuable skills for their future lives.

Relationships are very strong at all levels, and children show respect and tolerate each other's differences. They show a very good understanding of keeping themselves safe and healthy. They discuss the rules each day ensuring that all children are fully aware of the boundaries and the rules of each game are discussed beforehand, ensuring that they know how to play and be safely. Children practise the evacuation procedures ensuring they know what to do if an evacuation is necessary. Children are made aware of the expectation of behaviour through daily discussion and consequently their behaviour is excellent.

Children have an exceptionally active and healthy lifestyle while attending the setting. They are involved throughout the day in wide range of physical activities both indoors and outdoors. They take regular breaks to rest and eat snacks of fresh fruit and food that their parents have provided. A homemade nutritionally balanced tea is on offer by the setting. Children understand their own needs and drink when thirsty. The children are independent in their personal hygiene; they wash their hand throughout the day at appropriate times, for instance, after playing outside and before eating.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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