

Howe Dell Day Care Provision

Inspection report for early years provision

Unique reference number EY361200
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Inspector Mrs Anne Sheldon

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Type of setting Childcare - Non-Domestic

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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

Howe Dell Day Care Provision opened in 2007 and became part of a designated Sure Start Children's Centre in February 2008 providing services for under-fives and their families. It operates from a purpose built eco-friendly building situated on the site of Howe Dell School on the outskirts of Hatfield town centre. Children have access to a fully enclosed and secure play area. The centre comprises a day care nursery which is open each weekday from 8am until 6pm all year round with the exception of one week at Christmas and the week of August bank holiday; a breakfast club and after school club; and pre-school nursery education and wrap around extended care for those attending pre-school. In October 2010 the setting was awarded the Herts Quality Standards Award.

Howe Dell Day Care is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 56 children at any one time. There are currently 87 children on roll within the early years age range. The setting is in receipt of nursery education funding. They welcome children who have learning disabilities and/or difficulties and who speak English as an additional language.

The Day Care provision and Children's Centre is managed by the Governing Body of Howe Dell School and employ an overall centre manager, an extended services co-ordinator and day care manager. There are currently an additional twenty one staff working with the children. There are 17 staff, including the centre manager, who hold appropriate early years qualifications and three are studying for qualifications. The setting receives support from the Foundation Stage unit within Howe Dell School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop a sense of confidence in this warm and caring setting. The excellent knowledge of each child's individual needs together with the high level of individual attention children receive, ensures the promotion of their welfare. The well qualified and committed staff and leadership team successfully support children to make generally good progress in their learning and development. Safeguarding is generally good. Relationships with parents and carers are highly valued and these together with excellent arrangements for partnership working with other professionals and external agencies, contribute significantly to the high standards achieved. Systems for monitoring the quality of the provision are developing.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment is reviewed at least once a year or more frequently where the need arises

07/11/2011

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

- use self-evaluation and quality improve process as the basis for on-going review, assessing what the setting offers against robust and challenging criteria.
- improve the identification of children's next steps in all areas of learning so that it is consistent throughout the setting and plan challenging learning and development experiences that are appropriate to each child's stage of development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are effective. Management and staff know and understand their roles and responsibilities and training is updated consistently. A robust recruitment process ensures that staff are appropriately vetted and suitable to work with children. Detailed daily checks in and outdoors are carried out, hazards identified and appropriate actions taken to reduce the risks, making the environment safe for children. Risk assessments are in place for outings and cover the indoor and outdoor areas but these are not all regularly reviewed and updated. This constitutes a breach of welfare requirements.

The management have clear and ambitious vision and aims for the setting. Day Care is included in the whole school approach to vision setting, planning and professional development, demonstrating a commitment to continual improvement for the benefit of the children. The process of self-evaluation ensures that the majority of strengths and areas for development are identified. Improvement plans are carefully thought through to ensure they will positively impact outcomes for children. The manager and staff team are dedicated and hard-working and work well together as a committed team. They have a good understanding of the requirements of the Early Years Foundation Stage and ensure they are implemented effectively.

Partnerships with parents are given a high priority and contribute significantly to children's well-being and development. Regular and well-targeted consultation takes place. Detailed daily feedback, both verbal and through the completion of record sheets, keeps parents very well informed and fully involved in their children's learning. Feedback from parents at inspection demonstrates that they value the setting very highly. Partnerships with other professionals are excellent and ensure that the individual needs of children are met. Staff are sensitive to the needs of all of the children in the setting. Focused attention supports children with English as an additional language. Parents provide words in their home languages. Resources such as books, both purchased and homemade by the setting and images are supporting children's developing use of the English language very well.

Staff provide children with many exciting opportunities to learn about diversity. A wide range of appropriate festivals are celebrated through craft work, stories and preparing and eating celebratory foods.

The setting is extremely well resourced with a wide range of versatile equipment both in and outdoors. Rooms are laid out effectively in learning areas to support children's learning and development. Children can access resources from well labelled containers that allow them to make choices and build independence. The outdoor provision has been purposefully designed to provide a wide range of exciting opportunities for children, including vegetable growing, taking care of hens, a large sunken sandpit and water pump and space to move freely and develop physical skill.

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

Children thoroughly enjoy their time at the setting and make good progress in all six learning areas. They have good relationships with all of the staff. There is a good mix of indoor and outdoor play and of adult and child led activity throughout the day which supports their learning and development. An effective system for observing children is in place but assessment and planning is not consistent across the setting. There are inconsistencies in practice across the setting. Older children are challenged to think, and question. Staff have very high expectations for these children and these children are excited about learning and are flourishing. Younger children are well supported but learning opportunities are not always as exciting or challenging.

Communication language and literacy is well supported throughout the setting. Young children's vocabulary is developed through interactive conversation, toddlers enjoy endless story-telling and the older children recognise their names and familiar words. Children have numerous varied opportunities to count, match shapes and problem solve, for example when playing with puzzles or building towers. Older children are excited at being able to estimate which pencils are shorter and taller in an ICT activity and are thrilled by the praise they receive. Their mathematical development is well supported. Excellent use is made of the IT suite to support children's growing confidence in the use of computers. Music and movement are well supported in the school music room. Children from a young age have excellent opportunities to play instruments and listen to and appreciate music.

Children are provided with a range of varied and nutritious meals. Activities such as growing and picking vegetables and then making and eating vegetable soup, are supporting children's understanding of the value of healthy foods and building skills for the future. Good hand washing habits are fostered and children know for example that they need to wash hands after collecting eggs to eradicate germs. Children take part in a wide range of physical activities both indoors and outdoors, they balance and climb using a range of materials including recycled tyres and wooden blocks. Babies have access to fresh air daily. Children are being extremely

well supported to adopt healthy lifestyles.

All children, including babies, show a strong sense of security and belonging within the setting. Children's self-esteem and confidence is well supported. Babies are made to feel secure through the familiar photos of their family members displayed in the room. Children are encouraged to take responsibility for their environment with roles such as self-registration and 'litter monitors'. Children have excellent opportunities to help others when they join in with the school for fundraising events. For example, they ice and decorate biscuits which are sold for charity. Behaviour is good, children know their boundaries. Children learn to keep themselves safe as staff talk to children about safety and safe practices during the daily routine. Transitions between rooms, and from pre-school to nursery are well planned for and smoothly implemented. This is well supported by the whole school approach and regular interactions between the children, the staff and older children in the school.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	2
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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	1
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