

Hollins Childcare

Inspection report for early years provision

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Inspector

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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.

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

Hollins Childcare is one of two provisions, which are owned and managed privately by the same provider. It was registered in 2011 and operates from the ground floor within a converted public house. In addition children have use of a first floor room for dining purposes. This is accessed by a flight of stairs. The setting is situated in the residential area of Walsden Todmorden in Calderdale. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

The setting is registered to care for a maximum of 50 children aged under eight years at any one time. All of whom may be in the early years age group. The setting also offers care to children aged eight years to 11 years. There are currently 58 children on roll, of whom 46 are under eight years. Of these, 29 are in the early years age range, of whom eight receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities. There are six members of staff, including the manager, who work directly with the children. Of these, four hold a relevant qualification at level 3 in early years and one holds a relevant qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled in the friendly and welcoming environment. Staff adapt the environment and activities to ensure all children are included. Children's learning and development are promoted well, as they benefit from a wide range of interesting and challenging age-appropriate experiences. Most areas of the provision are well resourced. The manager and her team of staff evaluate the learning and development opportunities provided to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further resources and activities to nurture children's understanding of people's different needs
- provide further opportunities for children to recognise numerals 1 to 9 in the nursery environment
- develop further activities that offer physical challenges for older and more able children in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure and safe indoor and outdoor environment. The staff clearly understand their role with regard to safeguarding, including, the procedures to follow should a concern arise. The effective recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. Staff use daily risk assessments and safety checklists, to effectively reduce the chance of accidents occurring. They further their childcare knowledge by attending a selection of training courses. Children are able to explore confidently using high quality resources, which are easily accessible and are appropriate for their age and stage of development.

There is a good commitment to equality and inclusion throughout the setting and its practice. Partnerships with parents and carers are well established and the two-way flow of information ensures that children's individual needs are met well. These relationships are particularly beneficial for children with special educational needs and/or disabilities. The staff have a secure understanding of the benefits of working with other professionals to enable children to meet their full potential. There are currently no children in the early years age range attending who access care and education in more than one setting. However, the manager demonstrates a very good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The manager and her staff team are motivated towards providing good quality learning and development opportunities. A good self-evaluation process is implemented, which includes input from parents, carers and other early years professionals. The manager has designed and created a unique nursery environment. She has a good awareness of the strengths and weaknesses of the setting and is continuously reviewing the practice. Consequently, outcomes for children are continually improving.

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

Staff clearly demonstrate a good understanding of the Early Years Foundation Stage Framework and implement it well. They have a secure knowledge of individual children and plan activities that will meet their needs and interests. Regular observations are recorded in children's individual files to effectively show progress towards the early learning goals.

Staff are enthusiastic and activities are undertaken with a sense of fun, for instance when they wear hard hats and help children to roll cars down the huge tube. Children's knowledge of different cultures and traditions is effectively promoted as they celebrate a variety of festivals, such as Ede and Christmas. However, there are fewer activities and resources to nurture children's awareness of peoples different needs. Children behave well and are happy and secure as a

result of the staff's praise and support. They are gaining a good understanding of the natural world, for instance when they visit the donkeys in the nearby field. The children have access to a good range of books, which nurtures their love of reading. A range of matching, sorting and sequencing activities effectively promote their problem solving and reasoning skills. However, there are fewer opportunities for children to recognise numerals 1-9 in the nursery environment. Children's creativity is supported well through good access to a range of role play equipment, construction toys and craft materials.

Children demonstrate a strong sense of belonging in the homely environment. They learn about personal safety as they are gently reminded not to run inside and to tidy toys away so they don't trip. All children are able to rest and sleep according to their individual needs. They have regular opportunities to take part in physical play activities, both indoors and outside. Examples of this, are where they use sit and ride toys, access the small slide, and play with balls. However, there are fewer activities that offer physical challenges for older and more able children in the outdoor area. This impacts on them further enhancing their skills in this area of their development. A varied and imaginative food menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. They show a good understanding of the importance of good personal hygiene routines. This is effectively encouraged with an imaginatively planned bathroom area, which includes non-touch activated taps. They play and work well alongside their peers, successfully, understanding the need to cooperate and resolve situations by themselves. Consequently, they are effectively developing their skills for the future.

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