

The Hut Inclusive Play Setting and Creche

Hinton Close, Newton Road, Bath, BA2 1RX

Inspection date	11/10/2012
Previous inspection date	20/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff encourage children to try new activities and to judge risks for themselves. Children demonstrate a strong 'can do' attitude.
- There are plenty of stimulating resources which are accessible and open-ended. Staff provide enabling conditions for children to extend their play.
- Staff successfully help children to learn positive attitudes and challenge negative stereotypes with thoughtfully focused resources.
- The outside play area strongly supports exploration of the natural world. Children are motivated to be active, through games linked to all areas of learning.

It is not yet outstanding because

- Staff do not consistently take advantage of opportunities to encourage children to talk about their learning.
- Children have fewer opportunities to see print, numerals and shapes in the outside area to extend their learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in three play rooms and in two outside play areas. The inspector completed a joint observation with the manager of the provision.
- The inspector held meetings with the manager and spoke to the provider on the telephone.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children. The inspector checked the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sandra Croker

Full Report

Information about the setting

The Hut Inclusive Play Setting and Pre-School is managed by Bath Area Play Project and Twerton Play Forum. It registered in 1990 and operates from The Hut building in Twerton,

Bath. Children have access to two secure enclosed outdoor play areas. The Hut Inclusive Play Setting and Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 20 children in the early years age range on roll. The Play Setting and Pre-School provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The Play Setting and Pre-School supports children with special educational needs and/or disabilities and those who speak English as an additional language.

It is open each weekday during term time from 9am until 3pm. The play scheme opens during school holidays from 11am to 3pm. There are four staff employed to work with the children, of these, two have early years qualifications at level 3 and one has an early years qualification at level 4 or above.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enrich children's vocabulary in all activities to develop children's ability to talk about their observations
- extend opportunities for children to experience an environment rich in print with numerals and shapes displayed in purposeful contexts outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive excitedly and settle quickly. The stimulating environment encourages children to learn through play and exploration. Younger children confidently explore the toys and are fascinated in their own reflection in a container, covered to reflect light. Toddlers show keen interest in each other's play with a telephone and staff effectively ensure all children have a turn. Pre-school children collaborate well together as they talk about the cars rolling down the ramp out of the toy multi-storey car park. Staff successfully ensure there are opportunities for children of all ages to play together. A baby shows fascination in shaking bells and children join them eagerly playing a guitar, xylophone and tambourine. Relationships are strong at all levels.

All children are consistently recognised as valuable contributors to the group. Babies confidently vocalise and join in the actions of rhymes. Toddlers enthusiastically choose to sing their much-loved poem exploring repetitive rhythm. Pre-school children focus well on printouts of well-known songs, to enable them to recognise the familiar words.

Staff provide a good variety of familiar resources that reflect everyday life. Babies competently put toy eggs back into an egg box, and toddlers wait patiently for pretend food to get 'hot' in the toy microwave. Pre-school children competently compare the number of cups and plates needed to lay the role-play table. Staff effectively talk with children to encourage their thinking. However, staff do not consistently take advantage of opportunities to extend children's language and encourage them to talk about their learning.

Staff consistently value all children's creations as babies enjoy the sensory experience of placing and gluing autumn leaves onto paper. All children eagerly make an image of themselves on a cardboard plate to display. Staff effectively help older children to develop an interest in differences in eye colour as they celebrate their own unique features. The Play Setting and Pre-School successfully help children to learn positive attitudes and challenge negative stereotypes with thoughtfully focused resources.

Children energetically explore a good range of construction toys and are well motivated to explore ideas through their representations. The outdoor play areas are effectively encouraging children to try new activities and to judge risks for themselves. The area strongly supports exploration of the natural world as children use hand-lens to investigate mini beasts in their natural habitat. Staff successfully help children order events coherently by re-enacting a story about an animal hunt. Children are encouraged to extend their play and hunt for other animals, and their language development is supported by the use of books and stories. Children enjoy the atmospheric water sprays in the outside area. They have plenty of opportunity to be physical and practise moving in different ways and at different speeds. Outside, games linked to all areas of learning motivate children to be active. However, outdoors there are fewer opportunities for children to see and use numerals, text and shapes in a purposeful context.

Staff have high expectations of all children. They accurately assess children's abilities and effectively plan suitably challenging activities to promote all children's learning. Parents have many opportunities to share information about their children's knowledge with a key member of staff assigned to their child. The range of activities provided and the children's motivation to learn enables them to successfully acquire the key skills needed for the next steps in their development.

The contribution of the early years provision to the well-being of children

Children feel appreciated because staff consistently recognise and enjoy children's success. At meal times, children have plenty of opportunity to use their knives, forks and spoons confidently. They share and to learn about healthy food choices. Babies enjoy trying different fruits, which are prepared by the older children. Toddlers choose milk or

water to drink and pour their own drinks.

Children eagerly put on waterproof clothing and boots to go outside, telling staff it's raining and they need to stay dry. There is a strong focus on involving all children in exercise activities to promote healthy lifestyles.

Staff effectively involve all children to be active in ways that interest them. Young children enjoy walking around interesting pathways independently. They confidently ask staff if they need help. Staff are alert to toddler's safety as they demonstrate a strong 'can do' attitude as they climb and balance. Pre-school children excitedly cover their eyes while others run energetically to hide; they then eagerly try to find them. A well-established key person system strongly promotes their well-being and independence.

Children are happy and enjoy what they do, learn to behave well and play cooperatively. Strong relationships with parents and others involved in children's care enable staff to provide consistent learning and care. Parents state that the staff encourage children to competently manage their personal needs relative to their ages in readiness for school. The Play Setting and Pre-School is a stimulating, well-resourced and welcoming environment where children of all ages play well together.

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

The provider has a good understanding of her responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. The provider has a good knowledge of how to keep children safe and has a good understanding of the impact of any failures to comply with requirements.

Self-evaluation involves the staff team and identifies the strengths and weaknesses of the provision well. Continuous reviews of the quality of the Play Setting and Pre-School take place through consultation with children and parents. The manager and staff have a true understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Leaders and managers communicate ambition and drive and secure improvement well.

Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective actions minimise or eliminate risks. Clear policies and procedures are understood by all staff, and implemented consistently. Robust safeguarding procedures and strong recruitment strategies assess the suitability of staff working with children. There are effective systems for performance management and the continuous professional development of staff. Staff are monitored; good practice is shared and under-performance is tackled.

There is a strong partnership with parents, who remark very positively about the provision. Staff work closely with parents to settle children and make sure that specific

needs of all children are met successfully. Parents are included in the life of the provision through newsletters, daily discussions and notice boards, which display helpful information, such as the weekly planning of activities.

Records of children's learning in a 'learning journey' demonstrate the strong understanding that key workers have concerning individual children's needs and stages of development. Staff plan well and have a good understanding of all children's skills, abilities and progress. Educational programmes ensure there is a broad range of experiences to help all children progress well to the early learning goals.

There are good procedures in place to support those families with English as an additional language. Individual children's needs are targeted, parents and outside agencies rigorously involved, and appropriate interventions pursued to ensure all children achieve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

	is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	962775
Local authority	Bath & NE Somerset
Inspection number	814365
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	20
Name of provider	Bath Area Play Project
Date of previous inspection	20/08/2009
Telephone number	01225 400018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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