

# The Schoolgirl Mums' Unit Childcare Provision

172-190 Boulevard, HULL, East Yorkshire, HU3 3EL

<b>Inspection date</b>	10/07/2013
Previous inspection date	22/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The strong skills and capabilities of all key persons ensure babies and children feel extremely safe and secure. Practitioners expertly support all children to develop high levels of confidence and independence, ensuring children are well prepared for the next stages in their learning, and eventually for school.
- Children's individual needs are exceptionally well met through highly effective partnerships between practitioners and parents. Excellent information sharing engages parents in their children's care and learning in the nursery and at home.
- Very effective arrangements to introduce babies and parents into the nursery environment are managed with great respect and sensitivity. This helps build trusting relationships.
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector conducted a tour of the nursery accompanied by the manager.
- The inspector observed practitioners and children during a varied range of indoor and outdoor activities.
- The inspector held discussions with practitioners and looked at some of the children's development files.
- The inspector spoke to children and a group of parents.
- A joint observation of an activity involving children using hand-held, information and communication technology equipment was completed by the inspector, a leading practitioner and the manager of the nursery.
- The inspector held meetings with the registered person and the nursery manager and looked at a range of documents including evidence of practitioner's suitability to work with children and a sample of policies, procedures and other records.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

The Schoolgirl Mums Unit Childcare Provision registered in 2001. It is registered on the Early Years Register. The childcare provision is run by Kingston Upon Hull City Council and operates from rooms within The Boulevard Centre, Kingston upon Hull, East Yorkshire. Education facilities are also based on-site for teenage mums. The group is open from 9.30am until 2.45pm on Monday, Wednesday and Fridays and from 9.30am until 3.30pm on Tuesday and Thursdays, term-time only. Students are required to look after their own children between 12.30pm and 1pm. Children are cared for in an open-plan room which has separate areas for babies and toddlers as well as an enclosed outdoor play area.

There are currently 24 children on roll who are within the early years age range. Children generally stop attending the nursery once they reach two years of age. Children in receipt of funded nursery education are not accepted. There are 11 practitioners, including the manager, who work directly with the children. All hold early years qualifications at level 3. The nursery team includes two practitioners who are working towards an Early Years degree and a casual member of staff who works as and when required, and is unqualified.

### What the setting needs to do to improve further

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

- enhance opportunities to further develop children's mathematics skills by increased use of words and language linked to counting and number.

## Inspection judgements

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

Practitioners have a thorough knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and, as a result, all children are making excellent progress towards the early learning goals. Practitioners methodically plan and provide a wide and stimulating range of challenging and interesting activities to help babies and children make rapid progress in their learning and development. The quality of teaching and learning is exemplary, based on practitioners having high expectations of themselves and the children. They clearly understand how children learn and have an expert knowledge of the areas of learning. Practitioners place an extremely sharp focus on helping children acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development. This helps to form a secure basis for learning and supports children to develop in confidence and independence.

Children demonstrate confidence at using everyday technology including how to turn the

equipment on without help and how to change between the different electronic pages. They express themselves and develop early writing skills by taking part in a wide and interesting range of art and craft activities and using water, chalks, paints, pens and pencils to make marks. Practitioners regularly encourage children to count during a wide variety of routines and activities, but do not always extend this by introducing them to words and language linked to counting and number, such as, 'more than', 'less' and 'few'. This will help to prepare children for their future learning, particularly as they progress towards calculating and using addition and subtraction.

High regard is given to supporting babies and children to learn in different environments. For instance, by consistently using both indoor and outdoor play areas and taking part in trips and outings. This means young children benefit by being involved in many different experiences, including some that take place beyond the nursery. It also shows that practitioners appreciate that the children they care for, in the main babies, toddlers and two year olds, particularly need frequent opportunities to be active, energetic and have use of open play space. This helps them become mobile and develop lots of physical skills. It also means children get involved in many different activities which keep them highly interested and stimulated, helping them to focus and concentrate. Practitioners conscientiously support children to learn by using skilful questioning to help them think, share their ideas and solve problems. For example, when carefully searching amongst the strawberry plants they encourage children to consider if the fruit is ripe enough to eat by deciding if the skin is 'red enough'.

Children are involved in a rich, extensive range of activities that motivate them to explore, investigate and learn by first-hand experiences. For example, they take part in food tasting activities and use a wide range of natural resources, including soil, sand, water, jelly and gloop; a mixture of cornflour and water. These types of activities particularly encourage children to learn by using their senses. Babies sit in the sand tray and learn how to make sandcastles by modelling practitioners' examples to 'pat hard' on the top of the moulds. Children get involved in high-level role play and 'act out' experiences they have seen as part of their daily lives. For instance, they carefully pour water, using a jug, over the dolls head during a 'bathing the babies' activity. This imaginary play helps them to work through their emotions and repeat events that they have seen to understand and make sense of the world in which they live.

Practitioners know each baby and child extremely well. This is based on frequent information sharing with parents and the precise and accurate observation and assessment practitioners make to consider each child's individual learning needs. The number of adults, which is higher than minimum guidelines recommend, means levels of intensive support and focused attention for each baby and child is exceptional. Practitioners use what they know about each child's interests or specific learning needs, to guide and shape the planning of the educational programme. This means each child's learning is very personal and individualised. For example, practitioners use discussion and a varied range of relevant toys to help children understand about additions to their family due to the birth of a sibling. This prepares children well for change and supports their emotional well-being. Children are excited and willing to take part in all activities and are very keen to interact with their friends and practitioners. Their excellent behaviour, trust for their carers and enthusiasm for learning shows they are acquiring the skills and

positive attitudes they need to be ready for the next stage in their learning and, eventually, school.

Information is shared extremely well with parents so that they are fully involved and able to continue children's learning at home. Practitioners appreciate and accept how parents prefer to be kept informed by, for example, daily conversations and providing lots of photographs. An attractive display called 'Look at what we have been doing - you can do this at home' provides parents with brilliant information about the broad range of activities children have taken part in. This provides parents with excellent ideas to repeat or adapt activities to continue children's learning at home. Trips are organised, for instance, to a farm and wildlife park where parents, practitioners, babies and children spend the day together. This provides the opportunity for shared learning to take place and relationships to be enhanced.

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

The nursery is very secure, bright, comfortable and welcoming and consequently, children feel very safe and greatly encouraged to become confident and independent. Space is used successfully to meet the needs of the different ages of children. For instance, the baby area is cosy, calm and colourful whilst areas for the more mobile children are furnished and equipped to inspire them to use their natural curiosity and explore and investigate their surroundings in safety. The outdoor environment is equally as stimulating as indoors and offers abundant opportunities for a wealth of learning experiences. Children enjoy climbing and balancing as they make their way across the wooden bridge or use the large crates or tunnel to crawl in or through. They dig, grow and harvest a wide variety of flowers, herbs, salad and vegetables in a number of large rubber tyres recycled to use as planters. Children pick and eat strawberries, potatoes, and carrots with care and take turns to water their crops each day. A large bespoke wooden train with its wonderful cargo of flowers and herbs makes an attractive centre piece for children to climb in and pretend to drive.

The organisation and planning for outdoor learning means babies and children are very well encouraged to exercise and develop their bodies and minds through a wide variety of physical and highly stimulating activities. They are also helped to take risks and respond to challenges in a safe environment which supports how they learn about managing their own safety. Regular walks and outings to places of interest in the local area develop children's awareness of the community around them. It also helps in confidence building by preparing children for taking the next steps into being introduced to other settings, such as, playgroup, nursery or school.

Staff are extremely skilful at building warm, kind, caring and trusting relationships with babies, children and parents. Introductory visits are arranged for parents during pregnancy so they can meet the team of practitioners, see the nursery and equipment and receive information about the operation of the nursery to help reduce any stress or anxiety. Very often babies start at the nursery soon after birth and practitioners recognise and appreciate that effective information sharing is vital so that they get to know each one

in great detail. 'All about me' records help each key person familiarise themselves with their key child's routines. This provides a good starting point for practitioners to be able to quickly respond to each child's needs and share information confidently with parents. Practitioners provide one-to-one contact with the youngest babies helping to form close attachments so that they thrive and flourish.

Parents and practitioners work closely together regarding children's food. Good attention is given to ensure babies and children receive healthy options with food which is low in salt, sugar, fats and additives. A chart giving detailed information is clearly displayed to share the healthy eating message with parents. Children select and pick items from the fresh produce they have grown in the garden to wash and eat for their snack. This develops their understanding about the food they eat, such as, where it comes from and helps to establish positive eating habits. The nursery environment is scrupulously clean because well-established cleaning routines are in place for all areas to maintain a hygienic environment for children. Children learn about the importance of regular hand washing and brush their teeth after lunch. Parents are promptly informed if a baby or child shows signs of being unwell. A weekly baby clinic is available at the nursery for parents to take their child to have regular health checks.

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

Inspirational leadership ensures the nursery provision continually meets the varied needs of babies, children and parents. Rigorous reflection of the operation and management of the provision and the strong drive towards continual evaluation ensures children's care and learning needs are extremely well met. This means babies and children are provided with a safe, well-organised, first-rate nursery. Practitioners are immensely thorough and resourceful as they strive towards meeting the highest of standards. For instance, using indoor space innovatively and creating outdoor space, an area raised for improvement at the last inspection, which challenges children and enhances their development and learning. This ensures each child has optimal learning opportunities so that they can achieve their full potential. The in-depth monitoring systems of children's progress, achievements and analysis of future learning goals based on practitioners frequent observations and assessment help them gain a very clear picture about each child. This means they can provide personalised action to meet each one's individual needs.

There are excellent safeguarding arrangements in place. Practitioners are extremely confident of their responsibility to protect children and ensure they are safe. All practitioners attend safeguarding training and know the action to take if they have any concerns about a child's welfare or well-being. Nursery areas are very secure and safe and practitioners diligently carry out routine visual and written checks to ensure children's safety remains a priority. There are effective systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are robust recruitment, induction and retention systems in place and practitioners' suitability to work with children is regularly monitored. The evaluation of all aspects of practice to inform practitioners' professional development and identify improvement of the nursery provision is rigorous, leading to exceptional performance in the continual pursuit of

excellence.

The well-qualified nursery team are strong, capable and confident. They demonstrate this by their excellent commitment to training, steadfast support for each other and, for some, long-standing years of service at the nursery. High-quality practitioner performance is based around regular supervisions, appraisals, team meetings and one-to-one peer support led by the manager. This means, the team are continually improving their already first-rate performance and practice. Children's needs are exceptionally well met through highly effective partnerships with parents, other settings and external agencies. There is a strong commitment to network with other partners and providers in the area, particularly with the imminent expansion of childcare places at the nursery which will include children beyond the age of two years. Consultation with all users of the nursery ensures that targets are achievable and truly reflect the needs of the children. For example, parents, practitioners and children regularly contribute towards the rigorous process for self-evaluation to inform the nursery's priorities for improvement.

## 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 action. 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

<b>Unique reference number</b>	509992
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	872352
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Kingston Upon Hull City Council
<b>Date of previous inspection</b>	22/06/2009
<b>Telephone number</b>	01482 585203 or 01482 589379

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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, which are usually the childminder's 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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