

# Hazel Slade Early Learners

Hazel Slade Cp School, Cannock Wood Street, CANNOCK, Staffordshire, WS12 0PN

## Inspection date

20/09/2013

Previous inspection date

05/11/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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's active engagement in a broad range of interesting, fun and stimulating activities. As a result, children make good progress towards the early learning goals.
- Children's thinking is effectively developed through the high quality interactions of skilful staff.
- Key persons demonstrate an in-depth knowledge of children's individual needs, promoting their emotional security and well-being, at all times.
- Children's behaviour is managed very well, because staff offer consistent and sensitive support. This helps children to manage their feelings and build positive relationships.

### It is not yet outstanding because

- Opportunities for children to engage in more challenging activities, that enhance their growing independence, are not always maximised to their full potential.
- Partnerships with the host school are not yet fully extended to enhance children's learning and transitions, as they move from nursery to the reception class.

## **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.

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 the nursery classroom and the outside patio area, and conducted a joint observation of children's spontaneous play, with the manager of the nursery.
- The inspector held meetings and discussions with the manager of the nursery, and looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the provider's own parent survey.

## **Inspector**

Jayne Rooke

## Full Report

### Information about the setting

Hazel Slade Early Learners is one of two settings run by the same provider. The nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hazel Slade County Primary School in Cannock, Staffordshire. It is privately owned and managed by Open Space Nurseries Ltd. The nursery serves the local and wider geographical area and is accessible to all children. It operates from the early learners classroom and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The manager holds an early years degree. The nursery opens Monday to Friday, during school term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- extend the level of challenge during the routines of the day, to enhance children's growing independence
- expand partnerships between the nursery and the host school, to enhance children's learning and progress as they move towards their next stage of learning.

## Inspection judgements

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

Staff provide interesting and stimulating activities for all children, which develop their curiosity and imagination. For example, girls and boys thoroughly enjoy exploring the new play tent. They use a wide range of toys and equipment to enhance their role play, as they speak to each other on the toy telephones and play with dolls, teddies and other home play equipment. Children express feelings of excitement and fun, as they move between two play tents. This enhances their role play activities and social interactions with others.

Staff listen carefully to what children say and ask skilful questions that encourage children

to think and speak about their own interests and experiences. As a result, young children confidently talk about mechanical cranes. They use descriptive words to explain how cranes 'get dirty'. Staff expertly build on children's fascinations, by introducing words to help them think about the size of a 'huge crane', and the different types of things a crane can do, and be used for. Children's understanding is further enhanced as staff lead conversations to explore other aspects of learning. For example, children know that information about cranes can be found in books, and on the internet. They respond with other complex words to express their thoughts and ideas, such as building a 'construction'. Children receive high levels of praise for using a 'super word'. This boosts their confidence and sense of pride.

Children show high levels of enthusiasm and anticipation about the nursery party day. They know that it is a celebration for the nursery's sixth birthday, and talk excitedly about the balloons. They are involved in well organised themed activities, which encourage them to write an invitation and paint pictures to decorate the room. They have some opportunity to decorate party cakes. However, they are not always actively engaged in more challenging activities, such as, helping to prepare and make the party food for themselves.

Children actively participate in a pass-the-parcel game. They follow simple rules and instructions, as they learn how to unwrap the paper layers, when it is their turn. They estimate and guess who might be the winner, and show varying degrees of excitement and anticipation, as they wait for their go. They demonstrate focused attention, as staff encourage them to take turns. This helps them to understand how to be fair, patient and considerate towards others.

Observation, assessment and planning is used effectively to monitor and support children's continuing progress. Designated key persons know each child well, and take full account of their individual needs, to plan for their next stage of learning. As a result, all children make good progress towards the early learning goals. Relevant and timely information about all aspects of children's learning and development, is shared with parents and key carer's. This ensures that they can fully support their child's learning at home.

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

Children receive good levels of support from all staff, who are committed to their care and well-being. They form strong bonds with the staff and each other, because they are treated with kindness and respect. Staff sensitively talk to children about expected rules of behaviour, and encourage children to talk about their concerns, worries and angers. This helps children to resolve disputes, in a caring and considerate way. As a result, children behave well and build strong friendships.

Children become increasingly independent, as they learn how to manage their personal hygiene through the routines of the day. However, they spend a lot of time queuing, when it is time to go to the bathroom, or when they need to visit the toilet. Consequently, children are not always engaged in more challenging activities, that enhance their growing independence.

Children move safely around indoors, and make independent choices about what they want to do and play with. This increases their level of enjoyment. The outdoor environment is a rich source of adventurous discovery. Staff and parents have recently introduced a wide range of natural, woodland materials to enhance children's outdoor explorations. As a result, children benefit from regular fresh air and exercise. In addition, they participate in planting and growing projects, which develops their understanding of how to maintain a healthy lifestyle. They eat, sleep and rest according to their individual needs, and have good access to a drink when they need one. This promotes their healthy growth and development.

Children are supported very well, to ease their transition from home to nursery. For example, they visit the nursery regularly with their parents before they start, so that they become more confident to attend by themselves. Children with special educational needs and/or disabilities, receive close and supportive attention, so that they can take a full and active part in all aspects of the provision. Positive relationships exist with the host school, which helps children to feel secure and confident in new situations. However, there is scope to expand this aspect of the provision, to strengthen preparations for children who are ready to transfer to their next stage of learning.

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

Staff have a secure understanding of how children learn and develop. They plan, observe and monitor each child's progress closely, to guide and inform next steps planning. They set clear and achievable goals for each child, based on their individual skills, abilities and needs. Consequently, children enjoy a broad range of activities that help them to achieve and progress.

Safeguarding procedures are robustly implemented. This ensures that children's safety and well-being is highly prioritised. For example, recruitment and vetting procedures are rigorous. The manager conducts careful checks to ensure staff's suitability and qualifications. This is followed by regular appraisals and meetings to monitor their performance, update their skills, and identify future training needs. As a result, all staff are confident to apply rigorous safeguarding procedures. They conduct thorough risk assessments and safety checks, to ensure that rooms and resources are safe for children to use. This secures children's emotional well-being and protects them from harm and neglect.

The manager uses self-evaluation effectively to identify what works well, and what needs to be improved. She actively seeks the views of children, staff and parents, through regular discussion and survey questionnaire's. This helps her to plan ahead for continuous improvement. As a result, she maintains good quality service and provision. For example, she has recently introduced more meaningful child-led play and learning, to explore children's individual interests and fascinations. She is gradually introducing new staff, to key roles and responsibilities, to develop their professional skills and expertise. She has addressed most of the previous recommendations in full. As a result, parents have a more

in-depth understanding of the meaning and purpose of the educational programmes, and how to support their child's learning at home. In addition, children's creativity, originality and expressiveness is highly valued and enthusiastically expressed, through their active play and social interactions. This successfully enhances their personal, social and emotional development.

Partnerships with all those involved in each child's care and learning are well established overall, leading to smooth transitions and prompt support for children with identified needs.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY369886                 |
| <b>Local authority</b>             | Staffordshire            |
| <b>Inspection number</b>           | 927693                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 30                       |
| <b>Number of children on roll</b>  | 18                       |
| <b>Name of provider</b>            | Open Space Nurseries Ltd |
| <b>Date of previous inspection</b> | 05/11/2008               |
| <b>Telephone number</b>            | 01543 512217             |

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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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