

# Howe Dell Day Care Provision

Howe Dell School, The Runway, HATFIELD, Hertfordshire, AL10 9AH

<b>Inspection date</b>	09/12/2013
Previous inspection date	24/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good because practitioners fully understand how to promote children's learning and have high expectations for their achievement. As a result, children, including those who speak English as an additional language, are making good progress, particularly in communication.
- Children settle quickly into the setting because the key person system is well-established. As a result, children are able to form secure attachments because staff provide them with good levels of emotional support.
- Practitioners are well-supported by parents, whose views are valued. As a result, children benefit from a closely monitored understanding and assessment of their individual needs which enables them to make good progress.
- Children demonstrate a good understanding of how to manage risks themselves because practitioners teach them how to move and handle equipment safely.

### It is not yet outstanding because

- Whole group activities in the pre-school room are occasionally not organised sufficiently well to fully engage all children.
- Practitioners do not always encourage toddler's critical thinking by asking questions, such as who, what, where or when.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector was accompanied by a quality assurance manager. The inspector observed practitioners and children in each of the main playrooms and in the outside areas.
- The inspector held a meeting with the manager, talked to practitioners, students and key persons. The inspector and day care manager carried out a joint observation of an outdoor physical activity.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of practitioners and safeguarding procedures.

## Inspector

Susan Parker

## Full report

### Information about the setting

Howe Dell Day Care Provision was registered in 2007 on the Early Years Register and on the compulsory part of the Childcare Register. It operates from a purpose built eco-friendly building situated on the site of the Howe Dell School in Hatfield, Hertfordshire. The day care provision and children's centre is managed by the governing body of Howe Dell School who employ an overall centre manager, an extended services coordinator and a day care manager. There are individual play areas for each age group and they share access to larger play areas.

The provision is open Monday to Friday from 8am until 6pm all year round with the exception of one week at Christmas and one week at the end of August. The provision comprises of a breakfast club and after school club; and a pre-school nursery providing extended wrap around care. There are currently 89 children attending who are in the early years age group. Children attend for a variety of sessions.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 22 members of staff; 16 members of staff hold appropriate early years qualifications at level 3 or above, three hold level 2 qualifications and 3 are unqualified. One member of staff holds the Early Years Professional Status.

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

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

- provide consistent opportunities for pre-school children to develop their concentration and maintain attention during group times, for example, by reviewing the organisation of story times to ensure that all children can see the book and are fully engaged
  
- increase the opportunities for children in the toddler room to develop their critical thinking by the use of more open-ended questions, to enable children to consider and express their own ideas.

### Inspection judgements

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

Children's progress is well supported by the practitioners' good use of observations and assessments. These are successful in clearly identifying children's next steps in their

learning and are used to inform planning. Good teaching, which is supported by a detailed understanding of the learning and development requirements, enables children to make effective progress in all areas of learning. Children's progress in communication and language is a particular strength because practitioners use additional methods to support children in communicating their needs and wishes. For example, practitioners consistently use a selection of pictures, which children can see and use to communicate how they are feeling. Further pictorial clues enable children to show what activities they want to use, if they want a drink or need the toilet. This is particularly beneficial to children who are learning English and those who may have difficulty communicating.

Practitioners' good knowledge of how to foster children's learning and their high expectations successfully support children's good progress, especially in the prime areas of learning. However, on occasions, during story time in the pre-school room, some children lose concentration and attention because they cannot always see the story book. This leads to minor disruptions to other children's enjoyment of the story.

Children's physical development is progressing very well. For example, older children show their independence and physical skills as they choose to capably move the large shaped blocks to make an obstacle course outside. They carefully place the blocks next to each other and balance and negotiate the steps and slide with skill. Additionally, toddlers negotiate the obstacle course later in the day, holding tight to the practitioners hand for security. Occasionally, staff do not extend toddler's learning by introducing language, such as high, low, on top of, so their critical thinking is not always effectively promoted.

Children's personal, social and emotional development is good. For example, pre-school children are rewarded for their good behaviour by becoming a special helper. Additionally, they take extra responsibilities, such as walking round the playground at the end of an outdoor play session, shaking a tambourine. All the other children recognise this sign and all line up behind them. Children visibly glow with pride and self-confidence in these helper roles. Staff give children lots of praise and encouragement to try new things and face new challenges. Babies, toddlers and pre-school children regularly visit each other's rooms and explore the hall and library in the main school. This enables them to feel more confident when moving on to different rooms and on to nursery and school. Parents and carers are fully involved in their children's learning as they contribute to their initial and ongoing assessments. Very good partnership working and well-planned activities effectively prepare children to move on to full-time school.

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

Children show that they have a very good understanding of their personal safety and how to manage risk for themselves. For example, pre-school children competently lift and move large blocks and the slide to a position of their choice. On outings, children wear high visibility jackets to ensure that day care children are easily identified when in public places. Their behaviour is very good because of the consistent management methods understood and practised by all practitioners. This means that children receive clear and reliable messages about safe and responsible behaviour whilst enjoying their time and having fun. A wide range of good resources and equipment enable children to explore and

learn. Children display a good understanding of the importance of effective hygiene procedures. They explore messy craft activities and investigate the difference between wet and dry oats as they make reindeer food. They talk about how and why they wash their hands to prevent the spread of germs.

Children enjoy a wide variety and good choice of nutritious snacks and meals. Individual dietary needs and preferences are well known by all practitioners. Secure procedures are in place to ensure that children are provided with snacks and meals which meet their individual requirements. Children are developing a good understanding about the need for healthy food, fresh air and the effects of exercise on their bodies. For example, all ages regularly enjoy outdoor activities in their own play area. They also use the larger areas to run in open spaces. Additionally, good use of equipment and resources indoors and outdoors supports children's choices and learning. For example, children have their own chickens and a vegetable patch, which promotes hands on experience and an understanding of where healthy food comes from.

Children are forming very close bonds and attachments with their key person, staff and other children. Each practitioner displays a good understanding of the individual needs of each of the children in their care. Practitioners have a nurturing and reassuring approach, which results in children settling quickly and showing eagerness in exploring and investigating the environment. Additionally, children are happy and content as they display affection to practitioners and toddlers smile and babble as they hold out their arms for a cuddle. Practitioners respond warmly, which supports children's secure emotional attachments. The skilled key persons implement effective plans, which ensure that children are well prepared for the next stage in their learning. Initial visits to the day care are used to begin to build positive relationships with the children and their families. Detailed information is shared, which enables key persons to have an accurate knowledge of the individual characteristics and abilities of each of the children in their care. Parents comment that they feel their children settle very quickly and are making good progress. They say that their children are very happy, often wanting to spend a little more time playing and not wanting to leave the exciting and welcoming day care setting. Babies and toddlers who progress and move up to age-appropriate rooms are very well supported. Working together, parents and key workers decide when the children are ready, and short visits are built up until children are comfortable and secure. These visits are specifically tailored to meet children's individual needs. This also works extremely well for those children who have special educational needs and/or disabilities. Key persons spend time with them in their new room to ensure that they are emotionally prepared for their move.

Children are developing good personal, social and emotional skills. Their independence is growing as, for example, capable children help younger and less able children to put on their own shoes and help them with zipping up their coats. Older children visit the toilet independently and routinely wash their own hands with staff nearby to help if needed. Children are very well supported by good professional partnerships between key persons, parents and other professionals in the children's lives. This successfully supports children's well-being and means that they are confident and capable. This results in children happily welcoming new interests and challenges as they continue to make very good progress.

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

Staff promote the safeguarding and welfare requirements well. For example, robust risk assessments and their continued vigilance effectively help safeguard children. All accidents, incidents, possible risks and any complaints are addressed promptly and are accurately recorded. All practitioners have attended safeguarding training and they demonstrate a detailed knowledge of the procedures to follow should there be a concern about a child. All practitioners are clear about their fundamental role and responsibility to protect children. Extremely robust procedures are in place for checking that practitioners are suitable to work with children. Good quality professional supervision is regularly conducted by the manager who meticulously monitors and records the very good practice delivered by practitioners. Professional development is well supported, which enables the staff team to consistently improve their already good understanding and practice.

Managers are constantly driving for improvement. They have clear action plans, which are firmly based on the views of all users, and focus sharply on the continued improvements made by this busy and happy day care setting. Improvements based on recommendations at the last inspection have resulted in effective self-evaluation. The improved ethos of reflective practice is based on the views of parents, children and practitioners through questionnaires and use of the 'parent's voice'.

Very effective partnerships and links between the nursery, parents and other professionals ensure that children's needs are promptly identified and very well met. Detailed and accurate information is shared regularly to ensure that each key person has a firm knowledge of children's starting points and abilities. Good partnerships ensure that children receive the assistance, support and resources they need to make good progress. The day care setting implements and monitors the learning and development requirements to a good level. Clear and flexible planning and the much improved identification of children's next steps ensures that all areas of learning are taught consistently throughout the setting. This is organised through effective communication and monitoring of children's progress in relation to expectations for their age.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY361200
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	873597
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Howe Dell Primary School Governing Body
<b>Date of previous inspection</b>	24/10/2011
<b>Telephone number</b>	01707 263291

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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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