

Hatton Hill Childcare

Hatton Hill Primary School, Alwyn Avenue, LIVERPOOL, L21 9NZ

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's individual needs are well supported through the strong relationships staff have with parents and other professionals.
- Staff have a good knowledge of safeguarding issues and what to do should they have any concerns. This means that children are well safeguarded and their welfare promoted.
- Children make good progress across all areas of learning because teaching is rooted in a good knowledge of how young children learn and develop.
- Children's emotional well-being is well supported because they develop warm trusting relationships with their key person and other staff.

It is not yet outstanding because

- Children's understanding of the importance of healthy eating is not as well supported as their understanding of the importance of physical exercise. This impacts on developing their understanding of the importance of a healthy lifestyle.

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 checked evidence of suitability and qualifications of staff working with children. A discussion was also held about the self-evaluation and improvement plan.
- The inspector held meetings with the manager, support teacher and nominated person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities in all areas of the learning environment. The inspector spoke with a number of parents. Staff and children were also spoken to throughout the inspection.

Inspector

Sandra Harwood

Full report

Information about the setting

Hatton Hill Childcare was registered in 2007 on the Early Years Register. It is situated in a purpose built facility attached to Hatton Hill Primary School in the Litherland area of Liverpool and is managed by the governing body of the school. The setting serves the local area and is accessible to all children. It operates from three playrooms and has two enclosed areas available for outdoor play.

The setting employs 22 members of childcare staff who all have qualifications ranging from level 3 through to Early Years Professional Status. It opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The setting provides funded early education for two-, 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:

- review and reinforce the messages children receive about the importance of making and eating healthier choices, in order to fully support their understanding of the role food and physical exercise play in leading a healthy lifestyle.

Inspection judgements

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

Children are happy and contented in this friendly, welcoming childcare setting. Staff provide a variety of exciting and challenging activities and opportunities to promote their learning and development. Parents are fully involved from the beginning, completing 'all about me' forms and discussing children's interests and starting points with the key person at home and during initial visits. This information is then used alongside the setting's own initial assessment to plan for children's starting points. Consequently, children settle well and are provided with activities that interest them from the start. Staff continue to observe and assess the children while they play. They use this information effectively to identify the children's next steps in learning and inform planning. Each child has a learning record, which contains children's observations, photographs and examples of their work. Staff track the children's achievements efficiently and this enables them to successfully complete regular summaries, along with the progress check for children aged two years, so they identify any gaps in children's learning quickly. This information is frequently shared with parents in a variety of ways, so that they are kept well informed about their child's progress. This process is ongoing. For example, parents routinely provide the key person with information about children's achievements at home and displays them for

everyone to see. Staff use this information well to influence their future plans for supporting the child. Consequently, children are making good progress in all areas of their learning. Teaching is good because detailed observations and evaluations of activities enable staff to have precise knowledge of children's next steps in learning. These are used effectively to influence future planning, such as to organise specific individual or group times to support children's achievements in targeted areas of learning. Staff promote the prime areas of learning well and consistently demonstrate that their knowledge of effective teaching as they skilfully help children to make connections in their learning. As a result, children demonstrate they are active learners as they maintain focus on activities. For example, they look at photographs of activities they have been involved with, discussing what they see and what they are doing with the other children and adults. This develops their recall skills and concentration in readiness for their next step in learning or school.

Children's creativity is encouraged in many ways, such as singing, art and crafts, role play and imaginative play. For example, young children have appropriate opportunities to act out familiar experiences, such as feeding their 'babies' with appropriate equipment. Through this type of play, they learn about self-care skills and begin to use familiar language as they describe what they are doing. Babies thoroughly enjoy exploring different textures through their senses and toddlers enjoy making cakes in the play dough and share them with their friends and staff. Outside, the pre-school children dig for treasure or sit quietly and look at books with their friends. Others enjoy using the outdoor space to run around as they race their friends and staff. In the toddler garden, staff and children join together as they hunt for giants. They use the cardboard tube telescopes as they move around looking for the giant. Squeals of delight ring in the garden as the adult becomes the giant and takes big heavy giant footsteps saying 'fi fi fo fum' and the children run and hide. Pre-school children have a dedicated mathematical area to explore, toddlers enjoy the building role play area, which offers them the opportunity to use the large tape measure on the wall as they build and create. Staff skilfully include mathematical terms in everyday activities. For example, when carrying a tray at lunchtime, the member of staff talks about it being heavy. Later pre-school children compare sizes of beakers using the mathematical terms they have learnt. This knowledge helps them prepare for school. Throughout the setting, children are exposed to print in a variety of ways to promote their communication and language development. There are signs seen in everyday life that children can recognise, such as those in magazines or on labels and these help them begin to understand that print carries meaning. Babies see the routine of their day through use of a visual timetable, which helps to develop their understanding of time. Toddlers and older children self-register as they arrive each day. This supports them to recognise their name and to develop an understanding of feelings as they decide with parents whether to put their name on the happy or sad face. Staff then use this to talk with children about how they are feeling. Children with special educational needs and/or disabilities are well supported by knowledgeable and motivated staff who are keen to help them to achieve to the best of their abilities. This is also enhanced by working closely with parents and other agencies as the staff implement programmes or raise concerns with these agencies.

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

The learning environment is bright, airy, very well resourced and effectively meets the needs of all of the children who attend. Children across all the age ranges make independent choices as they self-select what they want to play with from a range of low-level units. The individual rooms are well equipped and displays of children's work and photographs help them to feel valued and included. All children, including babies, show healthy emotional attachments because they have trusting, safe and secure relationships with their key person and all staff. This enables them to have a strong sense of security and belonging. This emotional support begins before children enter the childcare. Home visits and a graduated settling-in process means that everyone has time to adjust and get to know one another. This continues as the children move up through the setting and eventually onto school.

Children learn to behave well because of how the staff behave towards each other and how they intervene if the children have a dispute. They are very responsive to the staffs' calm, quiet instructions and the use of particular vocabulary, such as 'kind hands'. This results in a very friendly environment that is beneficial to learning. Children's independence is encouraged from the earliest of ages, for example, older babies receive gentle support as they wipe their nose and put the tissue in the bin and older children help give out the cutlery and cups at lunchtime. They learn to share and tolerate each other through positive encouragement and clear explanations as they wait their turn on the slide.

Children engage in a wide range of physical activities both indoors and outdoors. Babies have a dedicated physical area within the room as they practise their developing climbing skills on and into the tyres. The older children take part in active time, which focuses on encouraging the children to be active and understand the importance of exercise. However, as children talk about enjoying cake or fast food, staff sometimes miss opportunities to help them consider the importance of making healthy choices about what they eat, especially at lunchtime. Regular fire evacuation practise and reminders about using equipment safely help children understand about their own and others safety.

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

Children are well safeguarded because the staff have a good knowledge and understanding of the procedures to follow should any concern arise about children in their care. An effective policy and visual aids further support this. Robust recruitment and induction procedures means that staff are suitable to work with children and have a clear understanding of their role and responsibility towards them. The manager also ensures that students are given a clear induction and understand their responsibility, which further supports children's welfare. Policies and procedures are implemented consistently to ensure any concerns are dealt with effectively. Risk assessments for the childcare rooms and outings are comprehensive and follow strong procedures to ensure children's safety.

The manager and deputy successfully monitor the planning and delivery of the educational programmes by meeting with staff and discussing children's learning records. This helps to improve the quality of the learning for all children. To monitor the staffs' performance,

there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These help staff to improve practice, identify training or support needs and increase confidence, which in turn helps to provide a better quality of care for the children. The manager effectively evaluates the delivery of the childcare and involves staff and parents in this progress. This helps to accurately identify areas of strength and weakness. An action plan is in place to effectively address areas for development.

There is very good communication between parents and the childcare staff to ensure a firm understanding of the children's needs, in order to provide the best possible care and learning they can. To aid all children, good links have been established with outside agencies, such as the local authority and other professionals. This also ensures that children's needs are assessed quickly and that effective support is given. Parents' comment very positively about the quality care and learning provided for children and their family. Those spoken to use words, such as 'trust', 'go an extra mile', 'really care and support the whole family'.

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

Unique reference number	EY321202
Local authority	Sefton
Inspection number	820538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	68
Name of provider	Hatton Hill Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0151 928 1255

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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