

Hartley House Childcare Unit

Charfield Drive, Eggbuckland, Plymouth, Devon, PL6 5PS

Inspection date

23/05/2014

Previous inspection date

16/04/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not meet the requirements for keeping children safe on outings because staff do not provide effective supervision.
- Staff fail to deploy themselves effectively to meet the individual needs of all children, especially those with special educational needs and/or disabilities.
- The provider does not ensure that risk assessments are specific to the individual needs of children, to make sure that appropriate action is taken to minimise all risks and keep children safe.
- Staff do not consider the individual learning needs of all children when planning for activities in the local forest or support them in thinking of ways to solve problems.

It has the following strengths

- Children are able to make independent choices from a wide range of resources and experience a varied range of activities that aid their learning and development.
- The manager provides a strong role model, supporting the improvement in the quality of teaching through supervision and regular feedback.
- Parents are very positive about the provision and have good partnerships with the staff to support children's care and development.

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 all rooms and outcomes for children.
- The inspector carried out a joint observation and evaluation of an activity with the manager.
- The inspector took account of the setting's self-evaluation and parent survey, as well as speaking to parents, staff and children present at the inspection.
- The inspector checked safeguarding information and the premises, and sampled documentation, such as policies and procedures, planning and assessments.
- The inspector had a meeting with the manager and the Early Years Safeguarding Officer.

Inspector

Elaine Douglas

Full report

Information about the setting

Hartley House Childcare Unit opened in 1986 and is run by a voluntary committee. It operates from a purpose-built building on the site of Eggbuckland Community College in the Eggbuckland area of Plymouth, Devon. Children have access to a baby room, three play rooms and an enclosed outdoor play area. They also have use of the school hall and some of the school grounds. The unit is open each weekday from 8am to 6pm for 47 weeks of the year. Pre-school sessions are from 9am to 11.30am and from 12.30pm to 3pm. Children may attend for all or part of the day. After school care is provided for children from Eggbuckland Vale Primary School and children are escorted from the school to the unit. A holiday play scheme operates during some of the school holidays and is open to all children. The unit is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll in the early years age group. Numbers attending the holiday play scheme vary. The unit supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The unit receives funding to provide free early education for children aged two, three and four years. There are nine members of staff who work directly with the children, the manager holds a childcare qualification at level 4 and six staff hold qualifications at level 3. One member of staff is working towards a childcare qualification at level 2. The unit also employs a financial administrator. The unit has achieved the Bristol Standard quality assurance kite mark.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that that staffing arrangements and deployment on outings provide adequate supervision and meet the needs of all children to ensure their safety
- ensure that risk assessments for outings take account of all potential hazards on the route and also the individual needs of children involved in the outing, making sure that suitable staffing levels are identified so as to keep all children safe at all times
- ensure staff consider the individual needs, stage of development and any specialist support for each child in their care when planning learning experiences off the premises
- increase staff awareness of supporting children in thinking of ways to solve problems and change strategies as needed.

Inspection judgements

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

Despite evidence of some good teaching and learning opportunities, it is evident that the needs of all children, particularly those with special educational needs and/or disabilities, are not always met. The unit seeks funding when one-to-one support is identified as necessary to help children in their individual learning. However, children do not consistently receive the individual support each time they attend. This has a negative impact on their learning experiences and also, at times, compromises their safety.

Staff work well with parents and carers to understand children's abilities when they first start in the unit. Staff then make regular observations, including tracking children's involvement in activities. They use this information well to plan each week for children's next stages of learning and development. Staff use individual learning plans for children with special educational needs and/or disabilities. They involve older children in supporting their learning so children gain confidence in working with others. However, staff do not plan as effectively for their developmental needs when planning experiences at the forest school facilities and children do not have the one-to-one support they require.

Staff encourage children to be involved in activities and be independent in selecting resources and carrying out their personal care. Children choose the paints they want to use and with support manage to open the lids, for example. They develop their early writing skills as they pretend to make party invitations and a list of the food they require. They also write their names to label their activities. Staff engage children in conversations and older children competently follow instructions which encourages their language skills. Staff use some sign language and pictures with babies and children with special educational needs which helps to promote their communication. Staff link words with visual aids which provides real meaning, such as 'do you want the big brush or the small brush?' This also helps young children understand about size.

Children develop suitably in their physical development because they have good space to play. Outside, children demonstrate appropriate control and coordination when they balance and climb. They use trowels to scoop compost and plant seeds. Staff extend children's learning by showing them a plant that has already started growing. Children compare sizes and name the stalk and leaves. They talk about the seed needing water and compare which is the tallest and shortest. Staff notice what interests the children and provide additional resources. For example, children name creatures that jump, such as a kangaroo and a frog. Staff ask them how they can jump and children suggest using hoops and the member of staff provides some. Children then find their own ways of moving and jumping, including working together inside one hoop to move around obstacles.

Staff observe to see if there are particular activities the children do not use. As a result, they think of imaginative ways to encourage children to participate. For example, they have a range of writing resources outside and stick paper underneath the table. This particularly encourages boys in their literacy development. However, they miss opportunities to encourage children to think of ways to solve problems. For example, a

member of staff ties a larger knot into a lace children are threading and point out that the hole is too big. They also tell the child to turn the lace around when they attempt to thread the wrong end. This means that children do not think of strategies, try them out and change their approach to solve a problem. Children enjoy group stories because staff split them into two relevant developmental age ranges and select appropriate stories. Staff explain the meaning of words to extend children's vocabulary and understanding. Children develop effective listening skills and respond well to the member of staff encouraging their interaction. Older children respond with enthusiasm when they eagerly learn to link sounds to letters. Overall, most children make suitable progress in preparation for their next stage of learning or school.

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

The provider fails to ensure that staff take all necessary steps to safeguard children's welfare and this compromises their well-being. Staff deploy themselves well on the premises. However, on outings staff do not provide vigilant supervision of the children. Staff are involved in different tasks and, at times, this leads to one person taking responsibility for a very large group of children. Also, when staff are distracted they are not always aware of where children are in the forest environment. Children go to the forest to learn to manage appropriate risks but staff do not provide good role models as they fail to carry out effective risk assessments. Children do gain an awareness of some safe practices through their daily routines. Older children use safety knives to cut up their fruit and vegetables for snack, for example. They wash their hands first and staff wear disposable gloves to protect children's health while helping them. Children gain a sound understanding of healthy practices. Staff encourage children to talk about healthy eating for example. Older children independently wipe their nose and put the tissue in the bin; staff then remind them to wash their hands so they do not spread germs. Staff follow hygienic nappy changing procedures which helps to protect the health of the younger children. Children of all ages have access to fresh drinking water and older children pour themselves a drink when playing outside.

There is a sound key-person system overall. Each child has a special adult to promote their security and well-being. This support works particularly well to provide emotional security for babies. Toddlers are confident to go outside to play and return to their base room for reassurance when an unfamiliar adult is present. Parents and carers comment positively on the way the staff make them feel special and know about their family. The key-person system is not so effective in how well staff consistently tailor the care of children with special educational needs and/or disabilities.

Children settle very quickly and are happy to leave their parents and carers. Staff praise children for being kind and helpful, so they understand expectations and behave well. Staff use a transition form to share with a child's key person in the next room or at another setting or school. This enables them to understand the child's needs and current development to support children emotionally in their move. Staff deploy themselves effectively on the premises to enable children to move freely between the inside and outdoors. This meets their individual learning preferences and enables children to select

from the wide variety of resources. Children are confident to become independent learners which motivates them to initiate their own learning. They are inquisitive and enjoy exploring the enabling environment at the unit. Staff organise regular outings to extend children's awareness of their own environment and the natural world. Children learn to value each other's differences and gain a positive self-awareness through staff support for their emotional development.

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

The management team does not have a robust understanding of its responsibilities in meeting all the requirements of the Early Years Foundation Stage. This inspection took place following a notification from the provider that a child had gone missing while on an outing. The inspection found that although staff followed their lost child procedures they did not supervise the children sufficiently off the premises, which compromised children's safety. In addition, the manager was not present at the time of the incident and the risk assessments did not consider the size of the group and children's individual needs. The record of risk assessment for outings states that they will provide higher staff to child ratios but are not specific about how many staff are required. The staffing levels during the outing were not sufficient to monitor the movements of all children and keep them safe. Staff did not take into consideration the particular needs of children attending on that day or that they had to cross a main road. Although children with special educational needs and/or disabilities receive some one-to-one support, staff did not provide this on outings. The senior member of staff on the outing failed to deploy staff effectively to meet the needs of all children. As a result a child was able to leave the group unnoticed and was found later in the care of a member of the public. Therefore children's safety and well-being was not safeguarded and means that the provider has breached specific legal requirements of the Early Years Foundation Stage and also associated requirements of the Childcare Register.

Staff use the forest to plan for children to manage age-appropriate risks but do not plan sufficiently for each child's development needs. This is a breach of a specific learning and development requirement. The manager has a suitable system for monitoring children's development, identifying any particular concerns and seeking early intervention to narrow any gaps in their learning. All staff attend safeguarding and first aid training which ensures they have a strong awareness of child protection procedures and dealing with accidents. There are clear written policies for further guidance. The manager carries out appropriate checks on the suitability of staff and has all required documentation in place and available for inspection.

Parents and carers spoken to on the day of the inspection are positive about staff's partnerships with parents. They find staff friendly and supportive. Parents and carers regularly exchange information with their child's key person and appreciate the recommendations staff give to help them to manage any particular concerns. Staff work closely with outside agencies and attend review meetings to have a suitable understanding of children's specific needs. Staff provide parents with a written summative assessment of

their child's development every term, including the required progress check for two-year-old children. They have good partnerships with other providers of settings which children attend and share suitable information to ensure a consistent approach to children's care and development.

The manager has effective systems in place to monitor the quality of teaching and provide strong support for improvement. She uses a particular form when observing staff interaction to identify their response to children, how they encourage independence and if their intervention is appropriate. She encourages staff to think about why they are carrying out an activity, what their aims are and to reflect on their own development. The management team uses suitable systems of self-evaluation to review their practice and identify actions for development. Plans for improvement include soft surfacing the outdoor area to make a safer play space and providing a bug hotel to extend children's fascination with minibeasts further. Staff discuss and review the policies at their team meetings which means they have a secure knowledge of procedures, such as what to do in the event of a child going missing.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

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	117120
Local authority	Plymouth
Inspection number	975658
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	39
Name of provider	Hartley House Childcare Unit Committee
Date of previous inspection	16/04/2012
Telephone number	01752 708311

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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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