

Hippitots

Hippitots, The Tarka Centre, Commercial Road West, Coxhoe, Durham, County Durham, DH6 4HJ

Inspection date

18/06/2014

Previous inspection date

20/10/2009

The quality and standards of the early years provision

This inspection:

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

- Teaching is outstanding because staff have an excellent understanding of how children learn through play and exploration. Children are very eager to take part in a broad range of stimulating activities, both inside and outside, which extends their learning extremely well.
- Partnerships with parents, other providers and support agencies are extremely strong. Parents are fully included and valued and their knowledge of their children is used highly effectively to support their progress. Parents are exceptionally well supported with their children's learning and development at home.
- Staff have an exceptionally strong focus on safeguarding children at the nursery. This ensures the health and safety of the children who attend.
- Staff are extremely enthusiastic and know children exceptionally well. The leadership of the nursery is based on the pursuit of excellence. As a consequence, information is accurately used to identify improvements in order to meet the needs of children and their families.

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 three play rooms and the outside learning environments.
- The inspector conducted a joint observation with the early years practitioner.
- The inspector held meetings with the nominated person, the manager of the provision and the early years professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in questionnaires' completed by parents.

Inspector

Vivienne Dempsey

Full report

Information about the setting

Hippitots was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the centre of Coxhoe. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, most hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and two with relevant BA honours degrees. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- continue to embed the already strong focus on developing children's early writing skills, for example, by providing a wider range of mark making resources in the outdoor area for older children.

Inspection judgements

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

The staff in the nursery has high expectations of themselves and the children who attend. The teaching is enthusiastic and has a clear purpose. As a consequence, the children make exceptional progress in their learning and development, from their starting points. An extensive range of information is collected from parents on entry and regular visits are encouraged to ensure children are settled. The staff use their comprehensive knowledge of children and their families to swiftly identify any children who need extra support. As a result, they are able to secure timely interventions and support to rapidly close any gaps in children's learning. For example, highly effective individual educational plans ensure children with special educational needs and/or disabilities reach their full potential. Staff also provides very good levels of support for children who speak English as an additional language by learning and using key words in children's home languages. They complete a range of observations of children to identify their next steps. They have an in-depth understanding of the children in their key person group, including their interests and stage of development. They ensure that their assessments are accurate through rigorous moderation, involving the manager, early years professional and the deputy manager. This ensures consistency for all children and means that the staff skilfully plans for children's next steps. The children are exceptionally well prepared for when they go to school.

Children are highly motivated and show high levels of energy and fascination. They become very excited as they make a large bug house with old pallets and straw. Staff provides a range of books to support their activity and older children are eager to research the types of bugs they might attract. Children also confidently and with great enthusiasm use a range of tools, such as, rakes, spades and trowels to dig for worms and wood lice so they can 'come and live in our bug house'. This fully supports children's understanding of the world around them and encourages them to develop their literacy skills, such as knowing that information can be retrieved from books. Children have extremely extensive opportunities to observe living things and how they change, for example they confidently about the tadpoles changing into frogs and how the caterpillars will turn into butterflies. They watch quietly and with great interest as the swallows fly in and out of the nest, feeding their chicks. Children thoroughly enjoy taking part in the football skills session that they attend weekly. They skilfully tap the football to the marker cones and enjoy picking up the cone and running back to the start. This encourages children to be active and makes taking part in physical exercise fun. All children have great fun exploring water, sand, flour and dough. Staff support children sensitively and extend children's thinking and learning through talking to them. They also use effective questioning to encourage children to try different ways of doing things. Babies and toddlers take part in making marks with large chalks, water, brushes and rollers. This encourages them to develop their early writing skills. Older children have excellent opportunities to take part in activities to develop their listening skills. They work in small groups taking turns to identifying sounds from 'Mrs Browning's box'. They write their names confidently on the pictures they have made and draw extremely life like self-portraits. However, mark making resources are not continually available in the outdoor area for older children. Staff skilfully introduce positional language like 'over' and 'under' and constantly supports mathematical development through counting during daily routines. For example, meal time helpers count how many children they are for lunch and make sure they have the correct number of cups, chairs, forks and knives.

Parents are active partners in their children's learning and development right from the start. Staff gives strong encouragement for parents to be involved with the nursery. For example, there are regular 'Family Day' sessions planned for parents so they can be fully involved in their children's learning in the nursery. They are encouraged to complete 'something special' sheets about special events or development milestones that have happened at home. This strong emphasis on partnership with parents means that parents feel strongly involved with their children's learning and gives them inspirational ideas for home learning. Parents spoken to have a secure understanding of their children's achievements in learning and development and the next steps their key persons are working towards. Parent's contributions to their children's learning journeys are valued and incorporated into planning, which provides children with strong links between home and the nursery. Summaries of children's learning and the progress check carried out on children aged between two and three years is shared with parents and relevant agencies. This enables staff to target support where gaps in learning become apparent and to close these gaps. This also helps to prepare children for their next stage of development.

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

The children are extremely well supported by their key person to ensure their emotional well-being. Children form very secure emotional attachments with their key person and peers. Links with parents, other providers and support agencies are exemplary. As a result, children are emotionally secure and their individual needs are extremely well met and supported. Parents comment that 'Staff provide a very caring, small and friendly environment in which children are nurtured'. Behaviour in the nursery is exemplary and the staff are excellent role models. If children have disagreements over resources, the staff support them by staying calm and talking through the issues. This helps the children to become aware of how their actions affect others and promotes cooperation. Children are supported very well in the move through the nursery rooms in accordance with their age and ability. Effective transition arrangements are in place to ensure that these changes are handled sensitively with information about children's development and needs shared. In addition, as children move on to school, teachers from the local schools are invited into the nursery to enable the teachers to get to know the children in a familiar setting. Children also attend a teddy bears picnic at the local school, this makes the transition fun and ensures staff and children know each other well.

The environment is highly stimulating and organised. Children access an extensive range of activities and resources so they can experiment, investigate and challenge themselves, both indoors and outside. They are actively involved in growing a wide range of fruit and vegetables and use the produce they have grown for snack times. This helps to develop children's awareness of how things grow and provides healthy snacks for their good health. Children have an extensive range of opportunities to be physically active, for example, older children confidently complete the large obstacle course and manoeuvre scooters and bikes with great skill. Younger children enjoy climbing steps and sliding down the slide. All children are encouraged to drink regularly when taking part in physical activities or outside for long periods of time. They confidently talk about the need to wear their hats and apply sun cream. This demonstrates that they are aware of sun safety and how to stay healthy.

Children develop high levels of independence and are confident to explore resources and the environment. They understand why they have to wash their hands before eating and after going to the toilet. Staff remind children to consider safety. For example, a member of staff asks children why they need to walk inside. The children confidently reply that they might bump into other children and that running is allowed outside. Older children also talk about safety on the local building site they visited; they talk about the builders having to wear safety helmets. Staff further develop their interest in building and safety by providing a range of bricks, wood and tools for children to explore. Children spend long periods of time making 'cement' with sand and water so they can build a wall. They confidently talk about safety, for example using the tools correctly so they 'don't hurt your fingers'. They also comment that the 'wall cannot get too high or it will fall on your toes'.

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

The leadership and management of the nursery is exemplary. All staff are enthusiastic, motivated and committed to ensure children receive the best possible care and learning

experience. Children's welfare and safety are given the highest priority. Rigorous recruitment procedures are followed through with a comprehensive induction programme and on-going supervisions. All staff receive training in safeguarding children, therefore, they are very knowledgeable and confident in their roles and responsibilities and know how to report and record any concerns they might have. Staff meetings and supervisions always include aspects of safeguarding, to continue to deepen staff's understanding. Policies and procedures are followed and meticulously maintained to support children's safety and welfare at all times. Records for the safe and efficient management of the setting are extremely well maintained. This includes the recording of any complaints, which are available for inspection. Risk assessments are extensive and include all areas of the nursery, outdoor areas and outings. This ensure children are safe and extremely well cared for.

The management team have an accurate view of the quality of teaching. Observations of staff practice, regular appraisals and on-going professional development ensure teaching is effective. Regular monitoring of children's learning journey files and staff's planning ensure activities and resources challenge children's learning effectively. This ensure children make extremely good progress, are ready for their next stage in their learning and their transition to school. Staff ensure they work closely with a variety of support agencies to ensure Children with special educational needs and/or disabilities are fully supported to quickly close any gaps in their learning and development. Partnership working with parents and other providers is extremely strong. Parents receive clear information on the setting and their children's daily care routines and progress. Information is constantly exchanged verbally, through noticeboard displays, newsletters and e-mails. Parents' views are sought through questionnaires, daily discussions and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process.

The management team and staff are extremely committed to continuous improvement. They use team meetings, observations of staffs' practice and information from training to develop highly effective action plans. This helps to ensure outcomes for children are continually promoted. Since the last inspection, all weaknesses raised have been effectively addressed; for example, opportunities and resources to help raise children's awareness of diversity and the wider world are provided consistently across all age ranges.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY233891
Local authority	Durham
Inspection number	855805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	68
Name of provider	Hippitots Ltd
Date of previous inspection	20/10/2009
Telephone number	0191 3773759

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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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