

Hatton Hill Childcare

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

Inspection date

13/05/2014

Previous inspection date

13/02/2014

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

- An effective settling-in procedure ensures that firm relationships between children and staff are established. The setting works very well with parents and other services and professionals, so that children's unique needs are clearly known and met. This helps children make good progress based on their individual needs and starting points.
- Teaching is based on a secure knowledge of the Early Years Foundation Stage across the staff team. In particular, the staff support children's communication and language well and through fun and imaginative ways.
- The very recently revised policies for safeguarding are securely understood by staff at all levels. The premises and equipment are well organised and staff implement consistent practice for the care of the children, which means their safety and well-being is actively promoted.

It is not yet outstanding because

- The ways for the children to use a wider range of information and communication technology more freely in their play and in problem-solving situations, have not been fully explored.
- Some daily routine activities, such as lunchtimes, have not been fully explored as ways to allow children additional opportunities to practise their self-help skills and further foster their counting and interest in number problems.

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 viewed the information about the provider and took into consideration any information held by Ofsted. The inspector also took account of the arrangements for self-evaluation and the views of children and parents spoken to during the inspection.
- The inspector observed activities in the three playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector held meetings with the nominated individual for the organisation and the manager. He held discussions with the deputy manager, the nursery teacher responsible for the nursery class provision and with other members of the setting's staff at appropriate times during the inspection.
- The inspector viewed a number of legally required documents, including children's assessments, planning, staff qualifications, vetting and suitability checks and safeguarding policies and procedures.
- The inspector conducted a joint observation with the manager of a group activity to promote children's language in the toddler room.

Inspector

Frank Kelly

Full report

Information about the setting

Hatton Hill Childcare opened in 2006. 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 and surrounding areas. It opens Monday to Friday, from 8am to 6pm, all year round with the exception of bank holidays. Children attend for a variety of sessions. Children are cared for in three rooms and they have access to enclosed outdoor play areas. All areas are fully accessible and the setting has assisted toilet facilities. There are currently 63 children in the early years age range attending. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports a number of children with special educational needs and/or disabilities. There are currently 22 staff working directly with the children, of whom 21 have appropriate early years qualifications. Of these, three have Early Years Professional status and two have early years degrees. Another two staff have early years foundation degrees and 13 have qualifications at level 3. One member of staff has a qualification at level 2 and another is working towards a qualification. The nursery receives support from the local authority. It is registered on the Early Years Register.

What the setting needs to do to improve further

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

- make even better use of the good range of technology equipment available by: helping children to explore the way it works and provide more access to things, such as torches, cameras and programmable bugs; consider how this equipment could extend children's critical thinking, for example, by sequencing photographs the children have taken or predicting what surfaces the bugs can travel on
- refine the organisation of routines, such as lunchtime, to incorporate opportunities to allow children to practise and develop their self-help skills and use such activities to develop their interest in number problems and simple calculation. For example, encourage children to work out how many more or less places are needed, and during meal times allow them to serve themselves.

Inspection judgements

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

Children's learning and development is promoted very well. The quality of teaching is good. Staff fully understand the connections between children's need to explore and test equipment and how this fosters their attitudes and confidence for future learning. Because of this understanding, staff have created lively and interesting playrooms, well resourced with activities and toys, which are well suited to the children's ages and developmental

stages. For instance, in the baby room a wide range of tactile materials made of wood, cloth and metal are attractively displayed at floor level. These entice children to seek out what they can see. They provide children with differing sensations and help them to explore the differing sounds, textures and on occasions, tastes. The use of semi-transparent sheets of material suspended from the ceiling create mini-hiding places where children can crawl and retreat to. This develops their sense of independence while staff maintain a watchful eye to ensure their safety. Children delight in these areas, sitting contentedly as they look at, and start to turn, the pages of the chunky books. Every so often they peep around the material to check what the others in the room are doing. Consequently, the children enter eagerly and they are busy and engaged in their play. The children in the toddler room are busy as they use their hands and the serving tongs to fill and squash coloured noodles into pots. At another table children develop their early writing and creative skills as they use the chunky colouring pencils to draw 'daddy'. Children of pre-school age are cared for in a joint collaboration with the school, which means that the children in pre-school are also part of the school nursery class. This means they benefit not only from the good interactions with their key persons but also they encounter and take part in many of the teacher-led activities. This helps the children to prepare well for the next significant stages in their learning as they make the transition on to school.

Good systems are in place for establishing children's current stages of development when they first start. Staff seek a range of information from parents and following a short settling-in period, they create an overview to act as an initial baseline assessment. From this staff plan carefully to ensure that the children's current abilities and interests are used as a base to extend their knowledge and learning. Each member of staff has a working document which they use to record their focus for the intended support and next steps of learning for each child. They monitor and amend these plans as children make progress. This means there is a quick and easy reference for other staff to consult should the child's key person be absent. Records of children's learning are well maintained and staff use relevant guidance documents to identify if children are showing development typical for their age. A dual learning record relating to children's activity and progress is shared regularly with parents and this helps to establish good joint working towards the children's ongoing learning at the setting and within the home. Staff use a range of materials to seek parents' views. For example, they invite parents to complete their own assessment of children's learning at home to update and share. This allows staff to identify if children are demonstrating progress in the home that has not been identified within the setting. Formal assessments also include a progress check for children between the ages of two and three years. With parental consent, staff also maintain close links with other relevant professionals to ensure that children receive any additional support they may need. For example, staff reviewed the playroom so that all children using the room have equal access to all the toys and equipment available. This allows children to participate more fully in all aspects of the nursery day and helps staff to support the children to close gaps in their development.

Children of all ages play purposefully. In pre-school they make pictures with the glue and dried pasta shapes and act out their experiences as the 'cook' in the role-play area. They demonstrate their developing literacy as they use clip boards, chalk boards, pencils and chalks to make marks while outdoors. Their growing awareness of numbers is fostered

through the singing of songs and being encouraged to count the characters in a story about owls. Staff encourage the children's use of mathematical language as they describe the characters as being 'big' and 'small'. Children recognise significant numbers, for example, as they press out shapes with the play dough, they proudly and correctly announce 'it's a number three'. In the toddler room, children are beginning to count as they play. Numbers throughout nursery are displayed and used. For example, when staff are about to pick up babies they count 'one, two, three' to prepare the children for the change about to take place. Outdoors, the toddlers develop their coordination on the trike and there is a variety of resources to help children of all ages to negotiate risks. For example, the pre-school children negotiate hills and stepping logs with confidence. They dig in the mud kitchen area. Indoors, babies crawl and pull themselves up on furniture. Children show a keen interest in the technology available to them. For example, a child in pre-school loads a compact disc into the music player. She presses the start button and when no sound comes out she seeks adult support to resolve it. Throughout the setting there is a good range of technology that helps children to explore how things work. For example, babies learn about cause and effect as they lift flaps on books and press buttons on the pop-up toys. Children in the toddler room have some access to remote-controlled cars. In pre-school there are a range of programmable bugs and a computer. However, there is little opportunity for children to use equipment, such as a digital camera. In addition, staff have not yet fully considered the ways that they can use this type of equipment to enhance the good problem-solving situations they provide children. For example, they have not considered using the camera to take photographs of significant features when out on a walk or encouraging the children to predict and consider why the programmable bugs will move on one surface outdoors yet not another. Nevertheless staff are adept at fostering children's language and thinking skills. For example, they play games, such as those about a bear and what he and other animals can see. They encourage children to extend their language in a subtle and positive way. For example, when an older child in the baby room announces 'truck' as he holds the vehicle aloft, staff respond 'oh, a green truck, a big green truck'. This emphasis on language helps children gain the skills to express their ideas and communicate and learn. It fosters the children's learning across the other areas of learning and provides them with the means to share what they know and explore further new experiences.

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

A robust and effective settling-in procedure is implemented which includes, if parents wish, a home visit. For children with specific health needs, comprehensive care plans, routines and risk assessments are in place. They include clear and specific courses of action to be taken in the event of the children becoming ill. Several staff have up-to-date first-aid training and swift action is taken should the children show any signs of being unwell. For all children starting, a series of pre-start visits are undertaken during which children gain a familiarity with their key person and their environment. These also allow the parents an opportunity to share information about their child and build relationships with staff. Consequently, children settle very well and they have formed strong bonds with the staff who care for them. Children are happy and content, busy in their play and afforded good individual attention, which includes younger children enjoying cuddles after a sleep and when having a drink. Children enjoy being tactile with staff and regularly

'check in' for contact before exploring their world further. This demonstrates the younger children's developing confidence within their world and mixing with those less familiar to them. Staff take time in a busy day to encourage children to share things and experiences. For example, at meal and snack times babies are encouraged to crawl to the rug to join others in the group for a snack and drink. Toddlers regularly check they have the right cup as they look for their picture, before selecting and refreshing themselves.

Meals are prepared by the school catering team and provide a range of healthy options that include a variety of vegetables. Some aspects of the daily routines are used well to develop children's understanding of healthy lifestyles. Additional impromptu discussions from staff reinforce the messages well. As a result, children in pre-school demonstrate a growing understanding of the impact food has on their health and well-being. Before and during lunch several discussions take place where children explore the benefits of broccoli and carrots on their health. Meal times are also used as ways to support the children to develop some of their self-help skills and their awareness of turn taking and helping others. For example, children help to set out the plates and cups and when their meal arrives, they are invited to take turns to serve themselves with some of their lunch, such as the vegetables. This helps children to develop good manners and behaviour, showing respect for each other. Staffs' positive and consistent approach means children across the nursery are well behaved. Simple strategies are used well to promote children's learning, such as praise for younger children. In pre-school, one member of staff skilfully discusses how many meatballs and how many children at the table are left. This provides a practical and meaningful learning experience where children think about others as well as themselves. However, during the same lunchtime there are opportunities to refine and enhance what is already in place so that learning opportunities are maximised further. At present there is an inconsistency in what children can do for themselves and the use of such activities to promote simple calculation for each group. For example, staff pour water for the children, lessening the opportunities for practising their self-help skills. When setting the tables, staff hand children the correct numbers of plates and cutlery. This means staff overlook the chance for children to calculate and count at that time.

Children enjoy daily opportunities to be physical indoors and out. Staff ensure there is good challenge and a suitable range of resources that allow children to do things differently or on a bigger scale, for example, building with crates and large blocks of different sizes. Children learn to move safely between each other, developing their sense of keeping themselves and their peers safe. High expectations of what children understand and can do for themselves are evident. For example, staff praise children as they respond to their requests to help to tidy up. Older children getting ready for the transition from babies to toddlers are actively encouraged to seek their own tissues and with some help, they clean their noses and then place their tissue in the bin. As children move through the setting they enjoy visits and support to help them with the transition so that they remain settled and interruptions to their learning and sense of security are minimised. Parents are kept up to date with all transitions. Close working partnerships have been established with the host school and other local schools so children are prepared well for their move on to school.

The effectiveness of the leadership and management of the early years

provision

This inspection was prioritised and brought forward as Ofsted received a notification from the provider regarding a significant event. This was in relation to reporting an allegation against a member of staff. To address this, an Ofsted regulatory inspector visited the premises to assess the actions taken by the management to implement the policies and procedures in line with the expectations of the Local Safeguarding Children Board and the requirements of Early Years Foundation Stage. During this interim visit, the regulatory inspector identified that there had been a delay between the alleged incident taking place and it being reported. This meant that the requirements of the Early Years Foundation Stage were not being met. A notice to improve was issued to the provider; to improve the staffs' understanding of and the implementation of the policies and procedures for safeguarding children in relation to child protection in a more timely fashion and without delay. During the inspection, it was found that the setting is well organised and managed, and those responsible for the coordination and management of the setting demonstrate a good understanding of the requirements of the Early Years Foundation Stage. Staff implement policies and procedures with consistency, which provides a solid foundation for promoting the children's safety and well-being. The very recently revised safeguarding procedures and through updated in-house training means that the arrangements for safeguarding and child protection are now strong. The policies and procedures for safeguarding children are now fully reflective of the Early Years Foundation Stage and compliant with the expectations of the Local Safeguarding Children Board. The procedures include very clear information about the steps to take and who and how to report any child protection concerns that staff have. All staff have access to the contact details of the Local Safeguarding Children Board, and the governing board should they wish to implement whistleblowing procedures. Regular updates are presented during team meetings and additional, updated training has been completed or has been arranged. Consequently, staff at all levels are able to demonstrate very well through discussion their good understanding of these procedures. Children are further protected as procedures for recruitment and selection of staff are robustly undertaken. All staff are required to complete a relevant vetting procedure, including a Disclosure and Barring Service check or equivalent. Records of such checks, along with qualifications, references and any ongoing mentoring, performance and training, are retained.

On a day-to-day basis, the premises and equipment are very well presented, maintained and organised. Children are well supervised and security and access into the premises is robustly managed. Risk assessments are in place and staff undertake regular checks throughout the day. This helps to ensure equipment is suitable and children's actions do not present hazards to themselves or others. Fire safety meets requirements with staff checking the detection system regularly, extinguishers being serviced annually and regular drills undertaken with the children. Safety features fitted, include finger guards to doors. A good outings procedure is in place and includes details of the routes to be taken. This provides a clear outline of where to seek children's and staffs' whereabouts in the event they fail to return at the expected time. The deployment of staff is good, which means children are cared for by familiar adults who have the relevant skills and experiences to promote the best interests of the children's differing ages and developmental stages. Children are well supported by a staff team that has a wide range of experience and

qualifications. Supervisions and appraisals are undertaken, which supports staffs' continued development. Consequently, the staff have a good team spirit, which is reflected in their enthusiasm when interacting with the children. The manager, alongside other senior staff, monitors the staffs' assessment of children's progress. The introduction of peer observations is beginning to support staff to become more reflective practitioners. This means staff are reviewing their own practice and looking for ways to improve their support for the children. Consequently, all children are progressing well. They benefit from the good care afforded to them and enjoy very much the lively and interesting learning environment they are in. The manager has an annual development plan which seeks the views of others, such as parents and the local authority early years team. Recommendations from the last inspection have been addressed as staff talk with children on a more frequent basis about the benefits to their bodies of food. The manager and staff are receptive to further ideas about ways to enhance the quality of provision, such as those about simple calculation and more varied use of technology. This demonstrates the management team's ability to promote and sustain continuous improvement.

Partnership with parents is very good and the good cross-agency working means that children's unique interests and needs are met well so that they are not disadvantaged or left behind. Parents commented on the friendly and welcoming staff. The setting provides a plethora of information in a variety of ways. For instance, there are displays about helping children develop their communication and language and a variety of pictures of the children in play, with links to the different areas of learning. This supports parents and carers to develop further their understanding of the ways children learn through their play and routines. Parents' views are sought through initial meetings, discussions and questionnaires. On a daily basis, staff share information about the children at arrival and collection times and parents confidently contact the staff during the day to check on how their children are.

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	974047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	63
Name of provider	Hatton Hill Primary School Governing Body
Date of previous inspection	13/02/2014
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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