

# HMP New Hall Mother and Baby Unit

H M Prison & Young Offenders Institute, New Hall, New Hall Way, Flockton, WAKEFIELD, West Yorkshire, WF4 4XX

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 30/07/2014 |
| Previous inspection date | 08/02/2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend | 2                       | 2 |
| The contribution of the early years provision to the well-being of children            | 2                       | 1 |
| 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

- Practitioners make effective use of the observation, assessment and planning process and the quality of teaching is good. As a result, babies make good progress in their learning and development.
- The highest priority is given to babies' well-being and feelings of security. Excellent partnerships with mothers ensure that there is consistency in their babies' care and learning. This means that baby's health and welfare is supported exceptionally well.
- Partnerships with other professionals are very strong, which means that babies' needs are quickly identified and exceptionally well met.
- Arrangements for safeguarding babies are robust and secure systems are in place to ensure the suitability of all practitioners who work in the baby unit.

### It is not yet outstanding because

- There is capacity to enhance the systems to monitor teaching practice, to benefit all babies.

## 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 observed activities in the main playroom and the outdoor learning environment.
- The inspector conducted a joint observation with a senior practitioner.
- The inspector spoke with the management team and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the baby unit's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the provision.
- The inspector looked at children's assessment records.

## Inspector

Jane Tucker

## Full report

### Information about the setting

HMP Newhall Mother and Baby Unit was registered in 2009 and is on the Early Years Register. It is situated within Newhall Prison in the Flockton area of Wakefield and is managed by Action for Children. It operates from a self-contained unit and there is an area available for outdoor play. The baby unit employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The baby unit opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 4pm. There are currently four children attending who are in the early years age group.

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

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

- strengthen the monitoring of teaching practice even further, for example, by introducing peer observations to support practitioners in achieving outstanding teaching practice, to benefit all babies.

### Inspection judgements

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

The quality of teaching is good. This is because practice is based on a secure understanding of how to promote the learning and development of young children and what they can achieve. Practitioners work as a team to plan activities, which meet the individual interests and needs of each baby. They make regular observations of babies during their play, which they use to record and assess their progress and determine their next steps in learning. Babies' progress is measured against what they can do when they start at the childcare provision. Mothers are actively encouraged to contribute to their baby's initial assessment, as well as ongoing assessments. Consequently, assessments show that babies are making good progress in their learning and development.

Practitioners provide a language rich environment as they narrate babies play, asking questions and making statements. In addition, practitioners communicate effectively through using sign language, gestures and expressions. Babies confidently make their own sounds as they play. This shows that they are making good progress in their communication skills. Babies show their early interest in books, as they laugh and giggle as practitioners use puppets to read stories. Mothers are also encouraged to read stories to their babies through the 'book start' course, which promotes positive interaction between mother and baby. Mothers are advised by practitioners on how they can support and enhance their baby's development of early language and literacy skills, as mothers are enthusiastic about this. Consequently, babies are developing some of the key skills they need for their future learning, which is usually starting school. Babies' personal, social and emotional development is promoted as they respond positively to the sensitivity and

gentle encouragement of practitioners. Babies follow their curiosity, as they shuffle and crawl on safe surfaces both indoors and outdoors, curiously exploring the environment. Babies enjoy exploring a wide range of textured objects in treasure baskets and from the natural environment. For example, practitioners encourage babies to hold and smell lavender from the garden. Babies sit or roll around on cosy mats and cushions and are encouraged to reach for the toys they like, so that they develop their physical skills very well. They listen to the sounds that are produced when they shake bells or other percussion instruments, as practitioners sing to them.

Practitioners build strong relationships with mothers. Mothers have opportunities to talk to their baby's key person or other practitioners at the start of each session and as they return to the unit. This provides mothers with information about the activities that are planned for their babies. Practitioners share daily updates on individual babies' progress and provide mothers with ideas to help their babies continue to make progress. Practitioners actively encourage parental involvement in their baby's learning. For example, they encourage mothers to record their own observations of their baby's play and practitioners take account of this information to support their planning of activities. This shared approach to babies learning and development successfully contributes to the good progress babies make and demonstrates a continuity of learning.

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

The management team and practitioners are highly skilled at establishing positive relationships with mothers and their babies in the unit. Practitioners ensure that mothers are offered an introductory meeting with their child's key person to share and discuss their baby's care routines and individual needs. Thereafter, settling-in sessions are organised, which are personal to the individual needs of the mother and her baby. Consequently, babies are happy, settled and relaxed in this extremely nurturing environment. The welcoming learning environment provides a range of age appropriate resources to support babies' development and well-being. Babies soon develop high levels of independence, as they explore accessible resources and the environment. They crawl around the room selecting toys from wicker baskets, occasionally crawling back to their key person for a cuddle and some reassurance. This demonstrates how babies have formed secure emotional attachments with their key person. Babies are beginning to learn about their own feelings and behaviour, as they smile when they are smiled at. Furthermore, they show their early understanding of making relationships, as they use a familiar adult to share their feelings of frustration or pleasure with. Practitioners supervise babies extremely well throughout the day, so they are developing some understanding of keeping safe and how to take sensible risks.

Practitioners are excellent role models and they display positive behaviour and good manners in their relationships with babies, each other, other professionals and mothers in the childcare provision. Practitioners give the upmost priority to promoting babies health and well-being. They work very closely with babies' mothers and support services so that babies' health and welfare is supported exceptionally well. Mothers are secure in the knowledge that they can speak to practitioners each day and receive advice on how best to support their babies, so that they receive consistency and continuity in their care.

Babies are provided with healthy snacks at the childcare provision. Mothers attend enjoyable cooking sessions so that they learn how to cook nutritious, low salt and low sugar based foods for their babies. Mothers talk positively about the nutritional and cost benefits they have learnt from preparing and cooking their own food rather than buying processed options. Furthermore, health visitors deliver fundamental training to mothers as part of an anti-natal group, which helps them to learn about weaning their babies. This ensures that mothers have the knowledge, understanding and skills which they need now and in the future to promote their baby's welfare. It also cements links and support for mothers, which has a successful impact on babies' health, well-being and security. Robust hygiene practices are in place, including nappy changing procedures and cleaning routines. In addition, practitioners teach babies about early aspects of self-care and managing their personal needs, as they support them to wash their hands before and after food.

Practitioners ensure that babies have access to daily fresh air and the wider community, to promote their physical development. As a result, babies play outdoors, go on walks to the local farm and visit places of interest. Babies demonstrate their excitement, as they kick their legs and flex their arms when practitioners lift them out of their pushchairs to stroke the horses at the local farm. Practitioners promote babies' communication and language skills, as they encourage them to repeat the sound the horses make. Babies squeal with delight as the horses come closer to them and as they stroke the horses face with their hands. In addition, babies show their understanding of language, as they respond by moving their heads when practitioners ask, 'I wonder where the cat is today?' Babies also have weekly visits to the local children's centre where they have opportunities to play with older children. This allows babies to develop their social skills, as they learn to make friends with other children. This demonstrates that babies are gaining confidence in situations away from the unit, which helps to prepare them emotionally for the wider social network of school.

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

The management team and practitioners have a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff have undertaken relevant safeguarding training, which means they are confident in the procedures to be followed regarding child protection. There is a strong safeguarding children policy within the baby unit and the prison as a whole. Therefore, the management team and practitioners take positive steps to safeguard babies' welfare and make babies' safety a priority. Thorough risk assessments are conducted on areas used by babies. This helps to minimise hazards and ensure equipment and play areas are safe from dangers. Robust recruitment and vetting procedures are implemented. Practitioners personal attitudes towards equality and diversity are explored at interview and their responses are paramount to their recruitment. All practitioners are vetted and Disclosure and Barring Service checks are obtained before appointment. This helps to guarantee practitioner's suitability to work with babies. Furthermore, effective induction procedures ensure that all new practitioners are clear about their roles and responsibilities.

The baby unit is well organised and the management team and practitioners have a good overview of each babies' progress. The management team and practitioners work collaboratively to monitor the delivery of the educational programmes. Practitioners track babies' individual progress each term and the management team use this information to provide additional support and intervention as necessary. Consequently, assessments show that babies are making good progress in relation to their starting points. The management team have fostered a positive team atmosphere, which is evident through practitioner's interaction and practice. The management team supports practitioners practice through regular team meetings, supervisions and appraisals. Practitioners are encouraged to consider their own training needs and where they feel they may require extra support to improve and achieve in their own professional development. All practitioners are offered continuous professional development opportunities in the form of further training, taking on additional roles and shadowing. For example, practitioners have recently visited the local children's centre in order to enhance their already good practice. As a result, babies benefit as new ideas and techniques are used to promote their experiences. The management team works alongside practitioners to observe and evaluate their quality of teaching. However, there are opportunities to introduce a regular peer observation system, where all practitioners have the opportunity to observe each other's practice and offer their critique. This will help to enhance the already good quality of teaching and support practitioners in achieving outstanding teaching practice.

Self-evaluation procedures include the views of practitioners, parents and other interested partners, such as probation officers. They all work as an effective team to drive improvement and there are clear plans for further advancements. The management team and practitioners have established very good relationships with mothers in the baby unit. Mothers comment positively on how they value the level of support, advice and guidance that they receive from the caring team. Partnerships with other professionals and agencies are exemplary. Many mothers who come onto the unit have negative experiences of engaging with community support services. Consequently, regular links to health visitors, children's centre workers, nurses and midwives provide mothers with opportunities to establish and experience positive support, which they can draw on after their release. This efficient approach means that babies and their mothers receive high levels of support when needed. This demonstrates an inspiring approach to partnership working, to make sure that no baby is disadvantaged.

## 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>     | EY396542                 |
| <b>Local authority</b>             | Wakefield                |
| <b>Inspection number</b>           | 874039                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 10                       |
| <b>Number of children on roll</b>  | 4                        |
| <b>Name of provider</b>            | Action for Children      |
| <b>Date of previous inspection</b> | 08/02/2010               |
| <b>Telephone number</b>            | 01924 803000             |

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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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