

# Hawthorn Tree Community Children's Centre

Toot Lane, Boston, Lincolnshire, PE21 0PT

<b>Inspection date</b>	14/08/2014
Previous inspection date	21/10/2009

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

## The quality and standards of the early years provision

### This provision is good

- Children's learning is promoted well by staff who understand the importance of working with children's interests and how they learn best through play.
- Staff establish close links with the host school. This successfully complements and supports children's ongoing learning and development.
- The friendly interactions between children and staff help them form secure, emotional attachments. As a result, children demonstrate that they feel safe and confident in the care of the staff.
- Children are safeguarded well in the centre because staff have a good understanding of the child protection procedures.
- The management team and committee are enthusiastic and committed to providing a good care and learning experience for the children that attend the centre. Staff know the children and their families well, enabling them to support the children's individual needs.

### It is not yet outstanding because

- Arrangements for purposeful learning in the holiday club are not sharply focused, so that children are best supported to reach the highest levels of attainment.

## **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 centre and outside.
- The inspector conducted a joint discussion with the session manager.
- The inspector held discussions with the manager of the centre, the children and the staff.
- 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 centre's self-evaluation and the development plan.
- The inspector took account of the views of parent's spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

Hawthorn Tree Community Children's Centre is run by a voluntary committee, which delivers the High Scope approach. The centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2002 and operates from a portable building within the grounds of Hawthorne Tree Primary School, on the outskirts of Boston, Lincolnshire. There is a secure enclosed outdoor play area. There are 15 members of staff, of whom 13 hold appropriate early years qualifications and one of the managers holds Early Years Professional status. The pre-school is open from 9.05am to 11.35am, followed by an afternoon session from 12.30pm to 3pm, during term time. Children have the option to attend the lunchtime session. The out of school club runs from 8am to 8.50am and 3.20pm to 6pm during term time. The holiday club runs most weeks during the school holidays, from 8am to 6pm. Children attend for a variety of sessions. There are currently 220 children on roll. Of these, 88 are in the early years age range. The centre supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

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

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

- enhance existing systems to better provide focused learning for early years children in the holiday period, so that children are supported to consistently to reach the very highest levels of attainment.

## Inspection judgements

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

Staff create a welcoming and interesting environment for children to relax and socialise in during their school holidays. Good use is made of the indoor and outdoor facilities where the centre is situated, to present a wide range of activities and physical play experiences that children thoroughly enjoy. There is a relaxed and calm environment, where the emphasis is on having fun and being active. Staff know the children well, yet are mindful that this is the children's holiday from school. As a result, children are successfully supported in making progress in their learning and development and are building on the skills they acquire at school. However, the casual approach in the holiday club occasionally means there is less emphasis on sharply focussed learning for early years children. Staff initially obtain information from parents on their child's interests and information on what the child already knows. Staff carry out observations and assessments, which are linked to the Early Years Outcomes and the prime and specific areas of learning. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. Children's ideas are valued and included in the planning of activities. Staff observe children and achievements are recorded by their key person in

individual folders. Key persons use accurate monitoring and tracking of children's development to ensure they are making good progress in their learning, in preparation for starting school.

The centre is fully aware of the requirement to complete the progress check for children aged between two and three years, for those children who attend the term time pre-school. They have all the written information in place to show they clearly understand how young children are progressing within the prime areas of learning. In addition, staff have worked with parents and carers to complete the next steps for development. Early years children chat confidently with staff and with other children. They speak clearly and use full sentences. Children confidently make decisions about whether to play outside or with a range of resources inside. Children's speaking skills are promoted well by staff. While they talk with children they ask open-ended questions and give them time to think and put their thoughts into words, for example, by asking 'what do you think we need to do?' Children access a variety of ride-on toys and negotiate the space around the outdoors. These activities support children's developing muscles. Children use their imagination and creativity, following instructions, as they create pictures with specialist beads. This involves them using fine handling skills delicately as they stick the beads together. During the holiday club there is a strong emphasis on child-led play and this is highly supported through positive interaction from all staff working with children. Consequently, children are supported well to develop skills for their future learning. Children have access to a range of fiction and non-fiction books. They can relax in the cosy den to read and have some quiet time, this enhances their literacy. Children follow complex instructions to make creations out of connecting shapes. They are proud of their handiwork and ask if they can take photographs of the finished products. Consequently, children are developing an understanding of technology.

Staff join in with children as they build a car outside. They encourage them to solve problems, as they decide together what to use for each part of the car. The children decide that a dolls cot will make a good 'boot' and they enjoying testing out their ideas. A group of children carry on using this car all session and use their newly built car to develop their imaginations as they pretend to be a family. Children are well prepared for their eventual move into mainstream school. Staff encourage children to develop their independence as they change in to their gym kit and enjoy physical exercise on the host school field. Children who have special educational needs and/or disabilities are supported well so that they make as much progress as they can. The pre-school are taking good measures to support children with English as an additional language. For example, they use words in their home language and supporting pictures in order to help promote their understanding. Consequently, these children are beginning to acquire good language skills. Children clearly enjoy their time in the centre as they cheer when staff tell them mum is going to be a bit late picking them up. Parents are provided with good information about their children's achievements and enjoy verbal contact with staff daily, which promotes two-way parent involvement. During the term-time pre-school sessions, parents are invited to attend regular 'play and stay' weeks to see and discuss what children learn from their activities.

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

Children are very relaxed and comfortable in the centre. Staff are friendly, caring and have developed warm relationships with the children and their parents. There are key persons for those children within the early years age range, who demonstrate a clear knowledge and understanding of the children they care for. Consequently, children's emotional needs are met effectively. Staff find out about children's needs and interests from parents before they start at the centre. They also link well with the host school that many of the children attend, so moves to the holiday club are seamless and children settle quickly. Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. Inappropriate attitudes and behaviour is challenged with reasonable adjustments made to fully meet the individual needs of all children. This supports the children's well-being, as they begin to understand the needs of others and develop a sense of mutual respect. Any unwanted behaviour is calmly dealt with. Young children respond well to older children and actively seek them out to play games. Consequently, children's behaviour is good.

Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. In addition, children independently take themselves to the toilet and wash their own hands afterwards. Snack time provides opportunities for children to enhance their independence skills, as they make their own wraps and pour their own drinks. In addition, this supports them in making healthy choices. Children are learning to keep themselves and others safe because they know that they have to be careful as they whizz around the outdoor space on scooters and bikes. Good opportunities are provided for the children to use the outdoor space. This provides children with exercise and fresh air. The outdoor space is thoughtfully planned and good consideration is given as to how to utilise it for all aspects of learning. For example, children enjoy den making, role play and obstacle courses.

Equally, the indoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are stored at appropriate heights, are well maintained and of a good quality. This means that children can access them with ease, supporting them to make choices and become independent in their own learning. Environment walks in the local vicinity enable children to wholeheartedly experience the neighbourhood. Excellent links with the host school ensure that children are provided with the effective support for the move between the centre and school. Staff share information with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

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

Children are safeguarded because most staff have received appropriate training and have a good understanding of their role in reporting any child protection concerns. Daily risk assessments are completed before children arrive at the centre to minimise hazards, which creates a safe, secure and welcoming environment for them to explore and investigate. The building is safe and secure because the door is locked to ensure only those authorised

to do so can collect their children. Clear and precise policies, procedures and documentation underpin practice very well and help to keep children safe, secure and protected from harm. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. All staff have a paediatric first-aid qualification. Children are well supervised, staff deployed well and ratios of adults to children maintained. As a result, children are kept safe whilst at the club.

Procedures for recruitment are robust and vetting procedures for staff are thorough. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Staff performance is monitored through regular meetings, one-to-one supervisions and annual appraisals. The managers and staff have a very good understanding of the learning and development requirements relevant to their centre. They know that children learn best through play and first-hand experiences. Staff are all well qualified and one of the managers of the centre has Early Years Professional status. In addition, staff continue to access training to increase their knowledge. This has a very positive impact on the practice throughout the centre. The centre managers have established a forum for managers of early years provision in the area so that good practice can be developed and shared.

Successful monitoring of educational programmes and the quality of teaching ensures children are provided with activities, which are challenging and stimulating, to complement their learning in school. Arrangements for self-evaluation are fully developed and there is a detailed action plan for the future. This includes an exciting project to build and develop a purpose built space within the host school to provide the children with even more motivating learning opportunities. Partnerships with parents are positive and this ensures that staff and parents work well together to meet children's different needs. Parents speak very highly of the centre saying that staff are inclusive and understanding. The centre has a complaints policy and also a complaints log. Any issues are initially dealt with by the manager who refers to the chairperson for further support in all cases. Complainants are kept fully informed and where applicable, a response is fed back to them as soon as is possible. Very good links with other professionals, shared carers and the host school, actively promotes children's well-being and their ongoing learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY234882
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	985194
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Hawthorn Tree Community Children's Centre Committee
<b>Date of previous inspection</b>	21/10/2009
<b>Telephone number</b>	01205 362255

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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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