

# Hadley Under & Over 5's

Old School Buildings, Hadley Park Road, Leegomery, Telford, Shropshire, TF1 6PW

## Inspection date

21/10/2014

Previous inspection date

06/12/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Staff provide a broad range of experiences to promote children's learning and development to help them to make good progress from their starting points and to be ready for their next stage of learning.
- Fostering children's personal, social and emotional development is given a clear priority in all their work with them. Consequently, children are happy, well settled and show a strong sense of belonging.
- Staff have a good knowledge of each child's background, health, welfare and educational needs due to the strong relationships established with parents and carers.
- The knowledgeable management team ensure policies, procedures and strategies are effective in protecting and safeguarding children and there are clear action plans in place to support continuous improvement.

### It is not yet outstanding because

- During the monitoring of teaching, managers do not always place a strong enough emphasis on ensuring that all staff fully exploit all available resources and coach them to place an even better focus on building on the children's vocabulary.
- Children have fewer opportunities to use a range of natural resources and everyday objects to explore and investigate and use in their play and learning.

## **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 playrooms and the outdoor play areas.
- The inspector held a meeting with the manager and deputy and carried out a joint observation with the manager.  
The inspector looked at children's assessment records, planning documentation,
- action plans, the provider's self-evaluation form, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

## **Inspector**

Parm Sansoyer

## Full report

### Information about the setting

Hadley Under and Over 5's was registered in 1968 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by the company, situated close to each other. The nursery is managed by Hadley Under and Over Fives Ltd, which is a non-profit making registered charity. It operates from the old school building in Hadley, Telford. It opens Monday to Friday, 8am to 5.30pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two base units and have access to enclosed outdoor play areas. There are currently 52 children on roll within the early years age range. The nursery receives funding for the provision of free early education for two-year-old children. The nursery supports children, who speak English as an additional language. The nursery employs 20 staff to work directly with the children. Of whom, one holds an early years qualification at level 5, 18 hold a qualification at level 3 and one holds a qualification at level 2. The nursery receives support from the local authority.

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

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

- coach staff to more fully exploit all available resources and to increase further children's vocabulary to further enhance teaching and learning
- provide a range of natural resources and everyday objects for babies to explore and investigate and older children to use in their play and learning.

## Inspection judgements

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

The nursery offers care for children under three years and they are cared for in rooms according to their age and ability. Therefore, staff place a clear emphasis on promoting children's personal, social and emotional development, communication and language and physical development. Consequently, children make good progress from their starting points in these three prime areas of learning and are well prepared for their next stage of learning. Staff use the baseline assessment to capture the children's starting points when they first start. This information, along with information gained from parents and carers, is used well to inform planning and provide motivating experiences for children. Positive relationships with parents and carers results in a steady two-way flow of information about children's education, care and welfare. This is particularly evident for those children, who speak English as an additional language. For example, they make good use of the staff and parents, who speak the languages that the children speak, to learn key words to help them settle and support their learning. In addition, despite these language barriers, they

work well with parents and carers to encourage them to share their views and ideas about their children's development to help support their learning. This language diversity is valued and children learn to respect other languages. For example, a parent has read a story in Polish to the children.

Staff adopt clear routines in the rooms, which benefit the children and offers a broad range of experiences to capture their interest. Therefore, children enjoy their time at nursery and show sustained levels of interest in their chosen play. Staff provide good opportunities to promote children's physical development. Children in the baby room and toddler room benefit from separate outdoor areas. This ensures that they can move safely and freely with good support offered to encourage them to use wheeled toys and climbing equipment to increase their physical skills. Indoors, in the baby room, children use items, such as a low-level step and slope, to encourage them to crawl. Also, very young babies are given a safe space to move, roll, sit and stretch. Children have a varied range of opportunities to handle and manipulate tools as they use items, such as crayons, chalk, paint brushes and scissors. For example, outdoors, a number of mounted chalkboards and whiteboards are popular with children as they happily make their creations. In addition, they become increasingly confident in using construction toys to build and construct. Group discussions during morning registration, story sessions and at mealtimes, are used well by staff to engage children in discussion about what interests them. Children are encouraged to speak, listen and express their ideas and staff show a genuine interest in what they say. During activities, staff caring for the toddlers, ask open-ended questions to make them think and give children time to respond. Staff caring for the children in the baby room, make good use of facial expressions, change the tone of their voice and use eye contact to encourage them to communicate. However, all staff do not always fully exploit all activities on offer to place an even better focus on building on children's vocabulary during experiences, to further enhance learning.

Staff place a strong emphasis on teaching children about their own and other's cultures. This has resulted in children visiting the local Sikh temple and Christian church. Staff skilfully match the learning according to the ages of the children. For example, babies are encouraged to explore the lights and colours during the visit and the older children to learn about the importance of being respectful to their environment. They learn about traditional dress, food and music from around the world. Staff use cultural differences and ethnicities within the nursery well to provide a base for children to learn about each other. For example, children learn how some families live in trailers and motorhomes and are exposed to the other languages spoken. This helps children to embrace difference and diversity from a young age. The outdoor area is used well to promote children's understanding of the natural world. For example, children have planted and cared for sunflowers, green beans and cress seeds and regularly water the pot plants. Staff provide good first-hand experiences for children to see and touch farm animals, exotic animals and to observe insects, including following the life cycle of the butterfly. However, children have fewer opportunities to use a range of natural resources and everyday objects to explore and investigate and use in their play and learning, such as, shells, fir cones, pebbles and metal objects and fabric. Staff use the daily routine and naturally occurring events for the older children to consider size, colour, shape and to count. In addition, staff use items, such as, the computer, torches, mirrors and the light box for children to consider early mathematical and scientific concepts, for example, problem solving, colour,

reflection, shadows and light. This means that teaching is effective in ensuring there is a shift towards a more equal focus on all areas of learning. In particular, for those children, who grow in confidence and ability within the three prime areas, to further challenge their learning. Children have good opportunities to express their imagination and creativity as they use paint, make collage and explore colour, design and texture and play in the role-play area. For example, children use their senses to explore the cooked and dried pasta, jelly, dough, sand and water. However, staff in the baby room, in particular, do not always fully exploit the use of these resources as they are not always left out for children to access at their own leisure to increase choice.

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

Fostering children's personal, social and emotional development, supporting their emotional well-being and meeting individual care needs are the key strengths of the nursery. The assigned key-person system is effective in ensuring that staff get to know their key children and their parents and carers. For example, each child has an assigned key person and there is a second 'buddy' person, who will take charge in the event of staff absences. All children's intimate care, for example, nappy changing is carried out by the child's assigned key person or 'buddy'. This makes this time a special and personal experience that meets each child's emotional and physical needs. In addition, staff share any information about children's changing care and health needs on a daily basis and as they notice a change. For example, in the baby room, the babies' routines in relation to their bottle feeds, what they have eat and drink, are carefully recorded on a white board for all staff to take note of. Children's special dietary requirements are recorded in all food preparation areas, in their records and on their individual placemats. This means that all staff act on the information provided from parents and carers about each child's dietary requirements to support their health and well-being. This constant sharing of information results in staff, who know all the children well and meet their individual care needs well. All staff foster positive relationships with the children. This results in children, who are happy and confidently explore their surroundings.

Staff are consistent and positive in their approach to managing the children's behaviour and they respond well to reminders of keeping themselves and others safe. Staff support children well to learn about the importance of developing a healthy lifestyle and keeping safe. For example, topics on healthy foods, discussions about the importance of exercise, visits from the police and displays about safe sleep, help reinforce messages to children and their parents and carers. Children benefit from healthy and nutritious meals and snacks, which are provided by an external contractor. Also, all staff hold a current first-aid certificate to help secure children's well-being. The nappy changing areas are clean and each area has a vision panel to help ensure staff are in sight of other staff when changing the children's nappies, to help safeguard them. Effective risk assessments are conducted on the environment and the activities carried out, to ensure they are appropriate and minimise risk to the children. The resources are of good quality and capture the children's interests and meet planned goals in learning.

Staff support transition within the nursery very well and children move room when staff, parents and carers feel they are ready. Many of the children transfer to the company's

associated nursery at three years and this transition is as equally well managed to help support their needs. Links with the other main school nurseries are strong and continue to strengthen and the children's records are shared.

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

All staff have a good understanding of the safeguarding policy and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are effective recruitment, vetting and induction procedures in place to help secure the children's safety. All the required records, policies and procedures are in place and up to date to help secure the children's safety and well-being.

Since the last inspection, significant progress has been made and all the actions set in the notice to improve have been tackled well. Achievements since the last inspection, include improved risk assessment, safeguarding and intimate care arrangements in relation to nappy changing, maintaining an accurate daily record of each child's hours of attendance to ensure they are safely evacuated in an emergency and improved opportunities for them to use writing materials. The senior management team consists of the board of directors, manager, deputy and two room supervisors. The directors are knowledgeable about their role and responsibilities and safeguarding issues as they have attended recent training events to help support them in their individual roles. As a senior leadership team, they meet every term to offer support and direction to the nursery. This results in action planning, which is clearly driven to improve the quality of the service and educational programmes. Since the last inspection, managers have worked well with the early years advisor from the local authority and they have a realistic overview of the nursery and further areas for development. Staff now benefit from regular supervision and are supported well to attend training to update their skills and qualifications. In addition, staff benefit from regular staff meetings, planning meetings and managers conduct monitoring observations to assess the quality of teaching. However, during the teaching observations, managers do not always focus precisely on how staff can more fully exploit all available resources and even better focus on building the children's vocabulary, to further enhance learning.

Positive relationships with parents and carers results in some of them coming into the nursery to carry out activities with the children. The display boards are informative and provide parents and carers with useful information about the policies, routines, meals and activities on offer. They are kept up to date about their children's learning and achievements as their developmental records are shared with them every term. This results in joint up working to help support the children's learning. Staff recognise the importance of working with other professionals involved with children, when the need arises, to support their care, education and welfare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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>	208202
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	962650
<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>	46
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Hadley Under and Over 5's Ltd
<b>Date of previous inspection</b>	06/12/2013
<b>Telephone number</b>	01952 411248

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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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