

Hatherton Children's Centre

Hatherton Children's Centre, Bloxwich Lane, WALSALL, WS2 7JT

Inspection date	04/11/2014
Previous inspection date	21/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- All children receive sensitive help and form strong relationships with their key-person, which helps them feel safe and secure.
- Children are very well supported in managing their emotions and behaviour so that they enjoy their activities, form friendships and and make swift progress in their learning. Strong partnerships with parents ensure that there is a highly effective two-way flow of information promoting children's progress further.
- Staff plan a rich and exciting environment with stimulating experiences for the children. All staff have very high expectations of themselves and for the children.
- The quality of teaching is excellent and staff interact extremely well with the children and are ambitious for their progression so that they learn the skills they need to succeed.
- The leadership and management of the setting is outstanding. Staff's professional development is very well promoted and enhances teaching in everyday practice. Self-evaluation is highly effective and continually drives improvement to achieve consistently high standards.
- The manager ensures all staff fully understands the safeguarding policy through thorough staff induction and training. This ensures that all are able to work very effectively together to promote children's welfare and safety.

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 had a tour of the setting.
- The inspector observed children during activities in all areas of the setting and during outdoor play.
The inspector looked at children's assessment records checked staff's evidence of suitability, a range of other documentation and held discussions with staff at regular intervals.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation of an activity with the early years coordinator.

Inspector

Susan Rogers

Full report

Information about the setting

Hatherton Children's Centre was registered in 2008 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the site of the Mirus Academy School in Walsall. All children share access to a secure enclosed outdoor play area. The setting is open each weekday during term time only. Sessions are from 8.50am until 11.50am and from 12.30pm until 3.30pm. There are currently 29 children in the early years age group on roll. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There are currently 29 children on roll and the setting receives funding for the provision of free early education for children aged two and three years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Six staff work with the children, all of whom have a relevant early years qualification at level 3 or above. The early years coordinator has a level 6 qualification. The setting 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:

- enhance further younger children's physical development by providing climbing equipment they can easily access.

Inspection judgements

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

Children make excellent progress due to the outstanding quality of teaching. All children are, therefore, highly motivated and eager to learn. They enjoy rich and varied learning experiences and flourish under the guidance of attentive staff. As a result, all children make excellent progress in their learning in relation to their starting points. Accurate and concise assessments and tracking of children's learning and progress is meticulously documented. This provides clear and effective monitoring of their progress and enables key staff to have valuable information that clearly identifies any gaps in children's learning. Parents receive excellent information about their children's progress and staff are highly skilled at encouraging parents to share what their children are learning at home. Support for children who have special educational needs and/or disabilities is exemplary. Staff put together carefully constructed plans that support children and their parents whole heartedly in their learning and development. They are very skilled in promoting parents confidence in the support they offer. As a result, children are thoroughly motivated and make excellent progress in their learning. There are firm and well established links with a wide range of additional professionals. This means that additional support is provided by highly skilled professionals who work closely with staff and ensure that children's needs are clearly understood and supported. This means all professionals are very clear about

how they will work together to support children and their families. Staff skilfully help children who are learning English as an additional language. This results in children talking confidently in English as well as speaking effectively in their home languages with their parents. Children are prepared exceptionally well for their eventual move to school.

The staff provide a rich and varied environment offering a wealth of resources that inspire children to be imaginative. Outdoor play is always accessible and a rich and varied environment offers a wealth of resources that spark children's imagination. Staff give the children uninterrupted time to explore opportunities and to be independent in their play. Staff are highly skilled at listening carefully to what children say and do and considering their intentions. They carefully choose when to intervene and make suggestions further extending children's confidence and eagerness to learn. All adult-led activities are carefully planned so that there are clear learning intentions for all children. Staff know which activities children really enjoy and ensure these are available to support individual learning needs. For those children who are less confident, for example, jelly play is made accessible. Different colours and varied textures of jelly are used for a pouring and measuring activity. Staff ensure that this is a rich and rewarding activity by introducing new vocabulary and modelling skills. They encourage less confident children to experiment by dabbing their fingers into the mixture so that they enjoy experimenting with sensory materials.

Children use the outdoor areas for extended play sessions. They thoroughly enjoy exploring quantities of leaves that have fallen, experimenting with picking these up and letting them fall again. They are delighted when staff pick up sycamore seeds and allow these to fall to the ground. They are fascinated by a cat who wanders into this area. Staff seize on this opportunity to provide rich opportunities for children to discuss animals and share and extend their knowledge. Skilful teaching stimulates and extends children's learning to help them achieve and learn. Children work together and use building materials to make a structure. Staff inspire children to think about what they are doing and encourage them to carry on when this becomes more challenging. An excellent range of activities prepare children to make a good start in early literacy and maths. Children enjoy listening attentively in their groups to stories. They extend their communication skills as they discuss the story and develop their imagination. Outings to the library and to local shops extends children's understanding of the world around them and people that help us. Skilled teaching develops children's communication skills and lays strong foundations as they develop their literacy skills. Mark making activities are used skilfully to support children in developing their early writing skills.

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

All children are exceptionally well settled and have formed strong and enduring relationships with their key person and other staff. Staff are skilled in forming strong relationships with parents, that is fundamental towards children settling into the setting. Home visits by the children's key person before children start at the setting are invaluable in commencing positive relationships and establishing trust between staff, parents and their children. Staff ensure that they keep parents very well informed regarding their children's progress and that they have an exceptionally clear understanding of children's

abilities and their family background before the child starts at the setting. This means that children are happy and confident when they leave their parents. Key persons wholeheartedly welcome the children and their families into the setting and share important information so that children's needs are thoroughly met.

Children are very well supported in their emotional and physical health. A see-through curtain keeps the indoors warm but allows children to pass through this to the garden. This enables children to freely explore an abundance of space outdoors and have regular access to fresh air and physical activities. Excellent teaching helps children learn how to keep themselves safe. Although staff supervise children closely so they do not come to any harm they also encourage children to be adventurous in their play. As a result, children are learning to manage risks and enjoy challenges. Children enjoy exciting physical play as they use climbing equipment in the school nursery outdoor play area. They use rope ladders and enjoy the immense challenge of walking over a wobbly bridge. They encourage children to enjoy the challenges but are highly vigilant and stay close to the less confident children to maintain their safety. Some of the less confident children, however, have fewer opportunities to climb and descend the slide as they are uncertain about using the rope ladders.

Very well considered plans are in place to support children and their families if children have challenging behaviour and if there are any gaps in their learning. Staff are highly effective in working alongside parents and including additional agencies. This ensures there is a consistent and highly skilled team that supports children's development and learning. Staff ensure there is specialist equipment available that support children in making optimum progress. Additional training is regularly accessed by staff that helps support children's development. For example, all staff use sign language alongside spoken languages. Activities are carefully planned that support children as they prepare for their move to into school. There are strong links with the host school. All staff are very positive role models and provide children with consistent guidelines that support children to manage their behaviour and to form friendships and help one another. Children are independent learners as they confidently choose where to play and explore. Staff sensitively promote children's self-care and teach them to manage their personal hygiene which promotes their understanding of a healthy lifestyle. Children enjoy a healthy range of snacks which help them understand how these contribute to making healthy food choices. Their independence is well promoted as they select their picture card and place this in a queue. Staff are very skilled in encouraging children to do things for themselves so that they pour their own drinks and select sliced vegetables using tongs.

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

Leadership and management are highly inspirational and certainly worthy of dissemination beyond the setting. Children are exceptionally well protected, as all staff have a very clear understanding of how to protect children if they have concerns regarding their care. The manager is the designated person and all staff cover safeguarding as part of their induction before they start work at the setting. Safeguarding issues are regularly discussed during team meetings and during supervision. The manager and staff liaise with a large

number of agencies and are constantly aware of any safeguarding issues with the children. As a result, their knowledge and skills are extremely well honed and well managed. They understand how to deal with any concern with sensitivity and are always mindful of the needs of the child, which are paramount. All staff are highly suitable for their role and go through stringent recruitment procedures and are well supported in their professional development.

The educational programme is very well managed to ensure that all staff provide children with optimum learning opportunities and that their progress is carefully tracked and documented. This ensures that any gaps in children's learning are promptly and accurately identified and the planning clearly meets their individual needs. The early years coordinator skilfully oversees the delivery of the educational programme and monitors the quality of staff's teaching. Through this there is a very strong focus on staff professional development and support staff through a wide range of training and professional development opportunities. The staff group are highly skilled and well qualified; they are also highly ambitious for the progress and development of the children in their care. The early years coordinator closely monitors children's individual development through regular staff meetings and supervision sessions with staff. This makes sure that no stone is unturned when planning for children and their families and ensures they access the best possible available support. As a result, any gaps in children's learning are clearly narrowing and children make excellent progress.

Highly effective partnerships with the host school and additional schools, aids children's smooth transfer in both nursery school and full time school. Far reaching methods are used to evaluate how effectively children's needs are met. Staff actively share positive practice with other settings and regularly reflect on how they can improve. For example, parents of children who have previously attended the setting are invited back for review sessions to meet up with staff and share with them how their children are progressing. Staff are skilled at using these occasions to ask parents for feedback and then skilfully reflect on how they can develop the service further. This results in a very well documented evaluation, which is linked to clear action plans that drive forward continuous and well considered improvements. Social occasions, workshops and outings regularly include parents. These provide valuable opportunities for parents and staff to exchange information regarding their children's development.

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

Unique reference number	EY380916
Local authority	Walsall
Inspection number	858633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	29
Name of provider	Walsall Metropolitan Borough Council
Date of previous inspection	21/04/2009
Telephone number	01922 712 507

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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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