

# Hamoaze House

Hamoaze House Trevi Family Centre, Hamoaze House, Mount Wise, Plymouth, Devon, PL1 4JQ

<b>Inspection date</b>	15/01/2015
Previous inspection date	14/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff build good relationships with parents. This means they work together well to support children's needs.
- Staff have positive relationships with children. They support children's emotional development effectively to help them to feel secure.
- Children have developed good communication and language skills, because staff provide many opportunities for them to talk and interact with others.
- There is a good selection of equipment and resources, which children choose independently. This means they can take control of their own learning and develop new interests.

### It is not yet outstanding because

- Staff do not plan a broad range of learning opportunities outside, to enable children to challenge themselves physically and extend other areas of their development.

## **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 children engaged in organised and self-selected activities.
- The inspector sought the views of parents by speaking to them during the inspection.
- The inspector held discussions with staff, the manager and the nominated person.
- The inspector sampled children's learning journals and registration documents.
- The inspector viewed a selection of policies and procedures, including the safeguarding policy.

## **Inspector**

Tristine Hardwick

## Full report

### Information about the setting

Hamoaze House registered in 2005. It is located in the Mount Wise area of Plymouth. There are two playrooms for children of different ages and an enclosed outdoor play area. The setting is open every day from 9.30am until 3.30pm, throughout the year. A maximum of 12 children may attend the setting at any one time. Currently there are two children on roll in the early year's age range. There are two staff members, including the manager. Both hold appropriate early years qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- extend learning opportunities for children in the outdoor environment.

## Inspection judgements

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

Staff gather information about children before they attend. This helps them plan experiences children will enjoy from the start. As a result, children are eager to play and engage well. Staff skilfully use children's play choices to provide relevant learning opportunities. Through frequent observations, staff identify children's interests and assess their learning and development. They immediately plan for children's next steps to help them progressively learn new skills. For example, because staff know children enjoy junk modelling, they provide large boxes to help children extend their imagination and creative skills. However, staff do not regularly plan outdoor experiences to help children further develop their learning and their physical skills. Staff regularly record children's progress and development into individual learning journals, and share them with parents. As a result, parents can see the progress their children make and contribute to learning goals set by staff. Furthermore, staff take time to help parents identify everyday activities that help children to progress. For example, by allowing them to move small equipment independently, enables children to develop mathematical understanding. Such skills help to prepare well children for the next stage in their learning.

There is a good range of resources and equipment available. Staff make good use of space so that children can move between the two rooms as they choose. This means children make independent play choices and develop new interests. For example, children pretend to prepare 'lunch' using the toy microware in the role-play area. This helps them to understand their everyday experiences.

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

Staff take time to build trusting relationships with parents. This helps them to work together to support children and their emotional needs. As a result, children are confident and engage well in all activities. Staff are good role models to children. They are kind and considerate towards each other and interact respectfully. For example, they say 'please' and 'thank you'. This positively influences children and as a result, they copy. Staff help children to develop healthy lifestyles. They provide a healthy range of snack options and provide water for children to drink. Children follow good hygiene practices that reduce the spread of germs. For example, they independently wash their hands before they eat. Staff support children to develop their smaller muscles, for example, with sand and construction play.

Staff support children's language and communication skills well. They talk to children constantly, extending their language and vocabulary. As a result, children learn how to interact in conversations, preparing them well for their next stage in learning. During snack times, staff encourage children to set the table, serve fruit and pour water for others as well as themselves. This supports their social development and provides children with a sense of belonging, building their self-esteem.

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

The manager understands her role and responsibilities to meet the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a strong regard to protect children who attend. They follow a robust child protection policy, should they have cause for concern about children's safety and wellbeing.

The manager receives good support from the management team of the organisation, which helps her make changes that positively influence children. Since the last inspection, she has improved how staff promote differences and cultural diversity. This has helped children to recognise their uniqueness and respect differences in culture and society. The manager has a good understanding of the strengths and areas for development in the setting. This helps her to make plans to meet children's changing needs. For example, staff attend communication training, which helps them to support children's increasing language skills.

The manager systematically monitors children's progress. She works with staff to set next steps in learning and regularly summarises children's development, further ensuring their continued development. They complete the progress check for two-year-old children and shares the information with parents. The manager recognises the importance of working in partnership with parents and helps them to engage in their child's learning. This provides a consistent approach that supports children's learning and emotional stability. Staff regularly work with a range of other professionals to support children and their

families. This means children grow and progress well because staff consistently meet their individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY306757
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	834198
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Hamoaze House
<b>Date of previous inspection</b>	14/01/2009
<b>Telephone number</b>	01752 566100

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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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