

Hazel Dene Childcare Ltd

Hesleden Primary School, Hesleden, HARTLEPOOL, Cleveland, TS27 4PT



Inspection date	23 February 2015
Previous inspection date	25 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff support children well to develop early language and communication skills and promote their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Staff provide a broad range of stimulating activities for children, which supports them to make good progress in their learning.
- Strong key-person systems and partnerships with parents ensure that all children are emotionally secure.
- Children have good opportunities to make safe and independent choices. They behave well and are becoming increasingly responsible for their own self-care.
- Staff are secure in their knowledge and understanding of the child protection aspect of safeguarding. This means that children are protected and kept free from harm.
- The management team is reflective and drive improvement well. Staff attend regular training, which has resulted in a good impact on the learning experiences they offer for children.

It is not yet outstanding because:

- Staff do not always fully maximise the use of the good information gathered about what children can do at home to enhance the effective planning process even further.
- Staff do not use photographs of children's families and places of importance to them to support the youngest children's sense of belonging even further.

What the setting needs to do to improve further

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

- strengthen the use of meaningful information collected about children's learning and development at home to improve even further the good planning to meet children's needs and interests.
- extend the use of photographs of children's homes and families to further enhance the youngest children's sense of belonging.

Inspection activities

- The inspector observed play activities and staff interaction with the children.
- The inspector held discussions with staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector examined a representative sample of children's records, policies and procedures, and evidence of the suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Cathryn Clarricoates

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff undertake regular observations of children as they play, to identify their next steps in learning. They plan a wide range of activities, which go across the seven areas of learning. As a result, staff engage children continuously in active learning. For example, children enjoy choosing colourful shapes to decorate containers, alongside staff sitting at their level. Staff talk with children and ask questions to support the development of language and communication skills. For example, staff ask 'How many more do you want?' and encourage children to count independently. This introduces children to different mathematical concepts. Younger children explore the texture and properties of shaving foam. Staff demonstrate how to make marks, including circles and lines, and children enjoy copying their example. As a result, teaching is good. This has a positive impact on children's learning and children gain the key skills needed to be ready for school. Parent partnerships are strong. There are effective communication methods in place. For example, parents value highly 'Family Fridays' when they can spend time with their children in the setting. Parents actively contribute to children's development records. However, on occasion, staff do not make the very best use of the good information gathered from parents, to enrich the planning process for individual children.

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

Children are happy, settled and confident learners. Children develop secure relationships with staff. They greet children and parents warmly. Staff remind children how to play safely. As a result, children are able to make choices. They easily and safely access a broad range of resources independently. For example, they wear goggles to protect their eyes when they hammer plastic nails into cardboard. Staff are positive role models and praise children regularly. Consequently, children behave very well and use good manners. However, staff do not regularly use pictures from home, such as photographs of family members and places of importance, to enhance even further children's sense of belonging. Children are supported well in developing a healthy lifestyle. They have regular access to fresh air, exercise indoors, and outdoor play in all weathers. Children enjoy healthy and nutritious snacks, meals and drinks. The move to the next stage of learning is managed well through strong partnerships between the setting, the school and other professionals.

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

Staff demonstrate a secure understanding of the safeguarding and welfare requirements and their responsibilities in ensuring children are kept safe at all times. Clear policies and procedures are implemented. The manager encourages the staff to be reflective and uses self-evaluation and training well to drive improvement. This results in positive changes being implemented. Tracking systems are monitored by the manager to identify and address any gaps in children's learning. Consequently, individual children are making good progress towards the early learning goals. Feedback from parents is extremely positive. They feel that their children are making good progress and are well prepared for school.

Setting details

Unique reference number	EY396157
Local authority	Durham
Inspection number	859762
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Hazel Dene Childcare Ltd
Date of previous inspection	25 May 2010
Telephone number	01429836376

The Hazel Dene Childcare facility was registered in 2009. The setting employs 4 members of childcare staff, three of whom hold appropriate early years qualifications at level 3 or above. Out-of-school sessions are offered from 8am to 8.50am and from 3pm to 4.30pm. The day-care provision is offered from 8.50am to 3pm, Monday to Friday, term time only. The setting provides funded early education for two-year-old children.

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