

Hetty (Hoole Enterprise Trust Time for You)

Hoole C of E Primary & Nursery School, Hoole Lane, CHESTER, CH2 3HB



Inspection date	6 March 2015
Previous inspection date	11 May 2009

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 show a strong commitment to meeting children's needs and promoting their well-being. Nurturing relationships enable children to feel happy and safe.
- Indoor and outdoor play areas are very well resourced. This creates an inviting and stimulating learning environment for children to explore.
- The early years teacher closely monitors the planning of activities and children's ongoing progress. This means children enjoy an interesting educational programme that successfully promotes their learning.
- Partnerships with parents are strong. Parents express very positive comments about the 'friendly and helpful' staff and say communication is 'great'.
- Staff prepare children well for their move to school. They have good links with teachers and they share valuable information about the children. This helps children to settle into their new class with ease.

It is not yet outstanding because:

- Children's ability to listen and fully engage in their learning is not always well supported during key-group activities.
- Managers have not sharply focused the monitoring of staff practice to help raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- monitor the organisation of key-group activities, so that all children are supported to listen, concentrate and fully engage in their learning
- implement more sharply focused monitoring of staff performance and the sharing of best practice, to help raise teaching to the highest level.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas and conducted a joint observation with the manager.
- The inspector talked to staff, children and parents, and held meetings with the manager and teacher.
- The inspector looked at children's assessment records and sampled a range of other documents, including the provider's self-evaluation form.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector reviewed written comments from parents and took account of views of parents spoken to on the day.

Inspector

Jan Linsdell

Inspection findings

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

Staff are skilful in their interactions with the children and they make learning fun. They use props, such as, soft toys and musical instruments, which helps children to enjoy their learning. For example, children follow instructions from the 'listening rabbit' and show much excitement when they pretend to be slithering snakes. Children sing along to the guitar when they learn about letters and sounds. They laugh together, as they make letter shapes using different parts of their body. Staff support children who speak English as an additional language, for example, by sharing books and using visual aids. This helps children to develop their speaking skills. Children enjoy initiating their own learning and benefit from more focused teaching during key-group activities. However, these are not always well organised to maximise learning for all children. For example, some group sizes are too big and, at times, noise levels are too high. This makes it difficult for some children to listen and participate fully in their learning.

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

Effective care practices contribute positively to children's emotional well-being. Key persons know their children well and relationships between staff and children are strong. Consequently, children are well motivated in their play. Staff give lots of reassurance to new children who are unsettled on arrival. They show pictures on the laptop of exciting activities on offer outside, which eventually gives children the confidence to explore. Children are encouraged to adopt a healthy lifestyle, for instance, by following good hygiene routines. They enjoy direct access to outdoor play, where they practise their physical skills, such as balancing on the walking blocks. Children develop their independence, for instance, when they chop their own fruit for snack and help to clear away afterwards. They behave well and staff remind them to be kind to each other.

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

Leaders have a clear understanding of their responsibility to meet the Early Years Foundation Stage requirements. Teamwork is effective and staff support each other well. All staff are appropriately vetted to ensure they are suitable for their role. A high number of staff are qualified in early years and this has a positive impact on children's learning experiences. All staff are briefed on child protection procedures, which helps them to understand their role in keeping children safe from harm. Self-evaluation is thorough and leaders know how to drive improvements. Supervision, appraisal and ongoing training enable staff to enhance their skills. Children with special educational needs and/or disabilities benefit from one-to-one support. Staff work effectively with parents and other professionals to make sure children make good progress from their starting points. The manager undertakes some monitoring of staff performance. However, she recognises this is not rigorous enough to help all staff share best practice and ensure high levels of teaching.

Setting details

Unique reference number	EY361734
Local authority	Cheshire West and Chester
Inspection number	863707
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	50
Number of children on roll	96
Name of provider	Hoole Enterprise Trust -Time For You (HETTY)
Date of previous inspection	11 May 2009
Telephone number	01244 500908

Hetty (Hoole Enterprise Trust Time for You) was registered in 2007. The setting employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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