

Howletch & Shotton Primary Childcare



Howletch Lane Primary School, Pennine Drive, PETERLEE, County Durham, SR8 2NQ

Inspection date 27 May 2015
Previous inspection date 17 February 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

- The quality of teaching is good because staff provide a balance of adult-led and child-initiated activities to cover all seven areas of learning. As a result, children show involvement, motivation and excitement in their play.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with parents, external agencies and other professionals, to ensure children's individual requirements are fully met.
- Staff complete regular observations, assessments and tracking documents to highlight children's learning and development. Consequently, all children make good progress and gain the necessary skills needed for school.
- Children's behaviour is very good because staff use a calm and clear approach. This means children respond well to instructions and guidance. In addition, staff constantly praise and encourage children, which results in them feeling valued and appreciated.
- The manager and staff work together to evaluate their daily practice and identify areas for development. Therefore, all staff have a clear vision and strive for continuous improvement, to enhance future learning opportunities for children.

It is not yet outstanding because:

- Occasionally, staff do not use effective questioning techniques to help children extend their thinking skills.
- Staff in the baby room do not always ensure parents contribute to the initial assessments of children's starting points on entry, in order to obtain a complete picture of children's learning and development.

What the setting needs to do to improve further

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

- enhance children's thinking skills by making the most of every opportunity to skilfully question children throughout their activities and by allowing enough time for them to respond
- obtain more detailed information from parents about younger children's capabilities on entry to the setting, to inform initial assessments and promote more rapid progress from the outset.

Inspection activities

- The inspector viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

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

Staff provide children with a good variety of challenging and stimulating learning experiences. Children's physical development is effectively supported and staff encourage children to take appropriate risks in the outdoor area. Children of all ages thoroughly enjoy taking part in a wide selection of messy play activities, including coloured glitter sand, paint, foam and soil. This enables children to explore and express their creativity. Older children show good levels of concentration and are eager to participate as they make their own bubble wands and solution. Children's communication and language skills are generally well promoted as staff interact well with them, model language and continually talk throughout their play. However, occasionally, staff miss opportunities to skilfully question children and ensure they have enough time to respond, to further develop their thinking skills. Effective systems are in place to ensure parents feel well informed and involved in their children's learning and development. Staff complete regular progress summary reports to ensure parents have a clear overview of their children's achievements and are able to continue their learning at home. This promotes a consistent and cohesive approach. However, information gathered when younger children first start attending the setting mainly focuses on care routines. This means parents are not always encouraged to share what their children can already do, to enable staff in the baby room to use this information in order to help them to establish children's starting points.

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

Children form positive relationships because staff have implemented an effective key-person system. This results in children being happy, relaxed and content. Staff create a friendly and welcoming environment, which enhances children's emotional well-being. Children show good levels of independence and are confident to complete tasks, such as pouring their drinks and serving their food. Children are starting to gain their own understanding of how to keep themselves safe and healthy. For example, staff involve children in regular fire evacuations to ensure they know what to do in the event of an emergency. Staff have developed good links with the host school and work in partnership with teachers, which ensures children are well supported for their future move.

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

The manager and staff are well qualified, which means they have a good understanding of how to effectively implement the requirements of the Early Years Foundation Stage. Performance management systems, including supervisions, appraisals and observations, ensure staff are supported to further their professional development. The manager actively encourages staff to attend relevant training courses to update their skills and knowledge. Staff have a strong understanding of how to successfully safeguard children. They confidently discuss the procedures to follow if they have any concerns and how to recognise the signs and symptoms of abuse. This ensures children are safe and secure as their welfare is fully protected.

Setting details

Unique reference number	EY362698
Local authority	Durham
Inspection number	857674
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	138
Name of provider	Howletch & Shotton Primary Childcare Ltd
Date of previous inspection	17 February 2009
Telephone number	0191 5870193

Howletch and Shotton Primary Childcare was registered in 2007. The setting employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

