

Kids Count Hartford

Hartford Primary School, Riddings Lane, Hartford, NORTHWICH, Cheshire, CW8 1NA



Inspection date

9 July 2015

Previous inspection date

12 December 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Practitioners do not all use the nursery's system for observing, assessing and planning children's learning in the same way as each other. This leads to some inconsistencies in the assessment of children's progress and the planning for their learning. It is not always clear what children are meant to learn next when they participate in activities.
- Managers do not check the quality of teaching well enough. As a result, practitioners do not know what they need to do to continuously improve their teaching.
- Managers do not check the progress of children and groups of children rigorously enough. Consequently, managers do not make necessary changes to the educational programme quickly enough to ensure that all children always make best progress.
- Practitioners working with older nursery children do not have a strong enough understanding of how to promote children's early reading skills. Children who are ready to read do not have enough opportunities to link sounds with letters of the alphabet.
- Plans for improving the nursery do not show clearly enough what needs to improve and why. They do not set out how and when the improvements required will be achieved.
- Practitioners do not always organise and present resources in ways that fully challenge children and promote their swiftest learning at all times.

It has the following strengths

- Practitioners know what children are interested in. They plan activities and arrange exciting outings linked to children's interests.
- Parents are informed about their children's progress. They add photographs and observations of children's learning at home to the nursery's learning records.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve practitioners' assessments of what children know and can do, in order that a manageable number of next steps for each child's learning are identified, clearly stated and are known by everyone involved with promoting children's learning
- review and improve the planning of the educational programmes, so that it is clear that the next steps for children's learning are planned for and followed up with observations of the progress children make
- ensure that managers regularly check the quality of practitioners' teaching; so that each practitioner has clear and achievable targets that lead to the continuous improvement of their teaching.

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

- develop further the nursery's systems for regularly checking the progress of individual children and groups of children, in order that managers always swiftly intervene to ensure that the provision fully meets the learning and development needs of every child
- help staff to improve their knowledge and understanding of how to promote children's early reading skills
- devise better methods for identifying the strengths and weaknesses of the nursery; establish action plans that are time-limited, manageable and show a clear vision of what practice will look like when planned improvements are achieved
- organise and present the resources for learning so that children's independence and high-quality learning are always fully promoted.

Inspection activities

- The inspector toured the out-of-school club, nursery playrooms and outdoor play area.
- The inspector observed activities in the playrooms and outdoors.
- The inspector met with leaders and managers of the nursery and club.
- The inspector conducted two joint observations with the deputy manager.
- The inspector looked at a range of documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

Inspector

Susan King

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Practitioners record observations of children's learning. However, their ongoing assessments of children's achievements do not always lead to the identification of challenging next steps for individual children. In addition, children's next steps are not shared effectively enough with everyone involved in promoting the learning. Consequently, children are not always challenged to make the best progress because the experiences offered are not always planned to accurately reflect what they need to learn next. Children acquire some of the skills they will need when they start school. They listen attentively to stories and sing nursery rhymes. They learn to use a pencil and scissors with competence. They learn to count. However, children's early reading skills are not promoted well enough. They do not have enough opportunities to link the letter shapes they see to the sounds that they hear and say. The quality of teaching is inconsistent. Some practitioners teach children the meanings of new and interesting words during active and engaging play. However, some practitioners miss opportunities to teach children the names of everyday items during daily routines.

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

The nursery and out-of-school club are welcoming. Children arrive happy and ready to play. Practitioners establish good relationships with children and their families. They set suitable boundaries for children's behaviour and apply them consistently. Resources are plentiful. However, they are not organised carefully enough to fully promote children's independent play or support high-quality learning. When children open a box or drawer, they do not always find the contents reflect what is on the picture or label. Some boxes contain jumbled or incomplete items. Practitioners teach children habits and routines that keep them safe as they play. Children confidently discuss things that they like and don't like and this promotes their understanding and tolerance of each other. When children talk about things that worry them, practitioners thank and praise other children who provide reassurance from their own experiences.

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

A range of suitable policies and procedures promote children's health, safety and well-being. Practitioners know what they must do if they are concerned that a child in their care is at risk of abuse or neglect. Practitioners benefit from regular supervision. However, managers do not use this to focus sufficiently on assessing the teaching of the well-qualified practitioners. As a consequence, plans for improving the provision do not sufficiently address weaknesses in teaching. Furthermore, the nursery's programme for professional development and training does not lead to rapid and continuous improvements to the quality of teaching and learning. Systems for regularly checking the progress of all children and groups of children are developing, but require further attention to make them fully effective. The effective exchange of information, when school children move between their schools and the out-of-school-club, keeps children safe.

Setting details

Unique reference number	305090
Local authority	Cheshire West and Chester
Inspection number	871758
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	174
Number of children on roll	154
Name of provider	Belgrave Day Nurseries Limited
Date of previous inspection	12 December 2011
Telephone number	01606 74100

Kids Count Hartford was registered in 1994. It operates on the site of Hartford Primary School and is privately owned. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. One member of staff holds an early years qualification at level 5 and one has achieved Early Years Professional Status. The nursery and club are open all year round from Monday to Friday. Nursery sessions and holiday club sessions are from 8am until 6pm. The out-of-school club opens from 8am to 9am and 3pm to 6pm during term time. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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