

The Hamlet Centre Children's Service

Johnson Place, Vauxhall Street, Norwich, Norfolk, NR2 1SJ



Inspection date	30 November 2015
Previous inspection date	23 February 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is an inspirational leader who pursues the highest quality in what the provision can offer for children and families. He regularly reflects on practice and continually looks at ways to improve provision to enhance outcomes for children.
- Staff are extremely well qualified and have an exceptional programme of professional development in order to update their skills and knowledge. Training is astutely targeted to effectively support all children's health and educational needs.
- Staff are highly motivated and enthusiastic as they play and learn alongside children. Children consistently display high levels of engagement and motivation in their learning as they confidently explore and investigate.
- Staff build exceptionally strong partnerships with parents. They consistently share information with each other about children's learning. Staff help parents to find ways to support their child at home. Parents value this exchange of information and support.
- Staff are excellent role models. They consistently demonstrate kindness, concern and respect for all children. Children behave exceptionally well, with minimal support, as they share, take turns and value each other's differences.
- Children build very secure relationships with staff. Staff know children extremely well and are highly responsive to children's individual needs. This helps children to feel safe and secure and effectively supports their emotional well-being.
- Staff support children in their learning and development exceptionally well. They are skilful, knowledgeable and caring. All children, particularly disabled children and those with special educational needs, make substantial and sustained progress in their achievements given their starting points.

What the setting needs to do to improve further

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

- continue to explore innovative ways of working with other settings and schools as children prepare to transfer, during transfer, and beyond.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures, and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is outstanding

Partnership working with other professionals is exceptional and promotes children's development to the highest level. Staff consistently implement strategies suggested by others to enable children to make the best possible progress. The manager has identified opportunities to build on partnerships with other settings, for example, when children are due to transfer. This will help children settle quickly and continue to make substantial progress in their learning. The manager has developed a positive staff culture where they readily support each other to maintain the highest quality practice. The manager regularly and robustly monitors staff performance to ensure consistently high-quality teaching practice. Staff have opportunities to benefit from the wealth of skills and knowledge from within the team and beyond. The arrangements for safeguarding are effective. Staff are extremely confident in the procedures to follow if they have concerns about a child. The manager implements robust policies and procedures to support the excellent practice.

Quality of teaching, learning and assessment is outstanding

The highly stimulating and exceptionally well-planned environment effectively meets children's needs in all areas of learning. It provides a wealth of learning opportunities to stimulate and motivate children to learn. Staff know children extremely well. They plan activities for children that are accurately targeted at children's stage of development. Children are appropriately challenged in activities, which helps them achieve their next steps in learning. Children thoroughly enjoy their time at the setting and are active and inquisitive as they play and continually interact with staff. Staff are extremely skilful in following and extending children's ideas as they play. For example, staff build on children's interest in water play outside. They introduce drops of paint into a puddle to investigate what happens. Staff ask children searching questions to encourage children to think and come up with their own answers. Children are confident to express their own ideas.

Personal development, behaviour and welfare are outstanding

Staff adopt highly effective strategies to support children's communication skills. Some children learn to communicate in non-verbal ways, such as by signing and with pictures. This enables them to make choices in their play and supports their self-esteem. Children develop independence as they prepare their own snack and help clear away afterwards. Staff encourage less confident children to have a go at peeling a piece of fruit. Children show determination and a sense of achievement when they complete the task. The setting embraces equality and inclusion. Staff adapt activities and teaching methods to ensure all children are included. They ensure suitable equipment and resources are available to ensure accessibility and high-quality learning experiences for all. This supports children's emotional and physical well-being as they join in play alongside others.

Outcomes for children are outstanding

Children's progress is monitored extremely closely by staff, the manager and, where necessary, with input from other professionals. Targeted interventions are quickly implemented to support children's continued and excellent progress so they are prepared for the next stage in their learning, including school.

Setting details

Unique reference number	EY435182
Local authority	Norfolk
Inspection number	1021707
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	22
Name of provider	The Hamlet Centre Trust
Date of previous inspection	23 February 2012
Telephone number	01603 766 566

The Hamlet Centre Children's Service was registered in 2011. The provision employs 10 members of childcare staff who make up the core team of staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and one with Qualified Teacher Status. The provision runs a pre-school which opens Monday to Friday during term time only. Sessions are from 9.15am until 2.15pm. The provision also runs a holiday playscheme during school holidays and some weekends. Sessions are from 9.30am till 3.30pm. The provision provides funded early education for two-, three- and four-year-old children. The provision supports disabled children and those with special educational needs, and children who speak English as an additional language.

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