

Kids Count Hartford

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



Inspection date

9 March 2016

Previous inspection date

9 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good and some elements are outstanding. Staff have a good knowledge and understanding of how children learn and develop. They know their key children exceptionally well and plan sharply focused activities for the next steps in their learning.
- Staff provide an exciting range of physical and sensory activities and resources that inspire children to explore and experiment. For example, younger children enthusiastically investigate the texture of cornflakes and older children use a range of materials to make marks and patterns.
- Children behave exceptionally well. Staff are good role models and give children lots of praise and encouragement. Staff help babies and children to form extremely strong emotional attachments and feel very safe and secure within the nursery.
- Partnerships with parents are good. Parents are kept well informed of their children's progress through daily discussions. Opportunities are provided to involve parents in their child's learning. This helps to promote consistency between home and the nursery.
- The managers and staff team have worked extremely hard since the last inspection to improve outcomes for children. They work well together as a strong and united team. There is a very good drive for continuous improvement and a clear vision for the future.

It is not yet outstanding because:

- Staff have not fully explored all ways to promote older children's early understanding of letters and sounds.
- The monitoring of the achievements for specific groups of children is not yet rigorous enough to target precise interventions when they are required.

What the setting needs to do to improve further

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

- build on opportunities for older children to use letters and sounds to extend their early reading skills to an even higher level
- monitor the achievements of different groups of children to more accurately track the progress they make and use this information to target any specific interventions that may be needed to help children make the best possible progress.

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 two joint observations with the nursery deputy manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector looked at relevant documentation, such as policies and procedures, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

The management team has made very positive changes since the previous inspection. Actions identified for improvement have been successfully addressed and self-evaluation is used to set targets for future improvement. Staff have attended a variety of training opportunities to build on their knowledge and skills. The introduction of regular supervision meetings has led to higher-quality teaching. Arrangements for safeguarding are effective. The manager and staff have a thorough understanding of local safeguarding procedures. Staff regularly discuss safeguarding at their meetings to ensure that they know how to identify and report child protection concerns. Safe recruitment procedures are in place and staff undertake regular checks to ensure their suitability. Managers monitor individual children's development to ensure that staff meet the needs of all children. There are good links established with the local school and other professionals which help ensure continuity of learning and care.

Quality of teaching, learning and assessment is good

The well qualified and experienced staff team observes children regularly and plans quality learning activities that capture their interests. Staff encourage early learning skills effectively through different opportunities. For example, toddlers delight in making marks in a mixture of cocoa and water and pre-school children develop their understanding of measures as they make play dough. Children's language and communication skills are well supported. They describe ingredients, such as oil and ginger, and staff introduce new words to help extend their growing vocabulary. Staff foster children's love of books. Staff put skills learnt at their recent reading training successfully into practice as they ask children challenging questions to explore their understanding of the story and characters.

Personal development, behaviour and welfare are good

Children are very happy and settling-in procedures are highly effective in supporting their emotional well-being. Children's good health is promoted well and they develop good independence skills. For instance, babies learn to feed themselves with support and encouragement from staff and older children put on their coats before playing outdoors. A range of stimulating resources is easily accessible to help children make active choices in their play. Children follow good hygiene procedures and enjoy spending time outdoors and being physically active. Children learn about differences between themselves and others through positive images of diversity displayed around the nursery. Children happily share their toys, take turns and show good manners towards each other.

Outcomes for children are good

Children are well prepared for their next stage in learning, including the move on to school. They are highly motivated, eager and enjoy learning. Children make good progress in their learning and development from their starting points and display high levels of confidence and self-esteem. Children learn to think critically and develop skills in solving problems. Pre-school children enjoy looking at different tools and explaining how these might work.

Setting details

Unique reference number	305090
Local authority	Cheshire West and Chester
Inspection number	1022125
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	98
Number of children on roll	58
Name of provider	Belgrave Day Nurseries Limited
Date of previous inspection	9 July 2015
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, six hold appropriate early years qualifications at level 3 and one at level 4. One member of staff holds an early years qualification at level 5 and one has achieved Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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