

Hardmoor Early Years Centre (Daycare)

Hardmoor Early Years Centre, Leaside Way, Southampton, Hampshire, SO16 3EP



Inspection date	31 October 2017
Previous inspection date	29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- An effective key person system and good settling in procedures ensure children receive reassurance when they first start. Each child has a familiar adult working closely with them. This supports positive attachments from the beginning.
- Partnership with parents is very effective. Parents have opportunities to be involved in initial and ongoing assessments of their children's learning. They report that they receive regular and clear information about their child's development.
- The environment both indoors and outdoors is stimulating and varied which helps keep children interested, engaged and appropriately challenged.

It is not yet outstanding because:

- At times staff deployment is not flexible to make the most of opportunities for children to learn. Staff stick to their zones and so do not engage the children that are wandering.
- Staff do not always put effective interim plans in place for children identified as needing external help. This means that some children do not receive high quality teaching while they wait for the external support to begin. This is particularly relevant to children who are experiencing delays in speech and language development.

What the setting needs to do to improve further

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

- ensure that arrangements for staff deployment enable adults to move more freely around the learning environment to make sure children have frequent opportunity for high quality learning
- implement strategies to support children with communication and language development difficulties promptly whilst they are waiting for more targeted support from other professionals.

Inspection activities

- The inspector spoke to staff about how they support children's individual learning and how they keep children safe.
- The inspector looked at a range of documentation, including policies and procedures, staff suitability checks and records of children's progress.
- The inspector spoke to some parents and took their views into account.
- The inspector carried out a joint observation with a room leader and discussed the findings.
- The inspector held a management meeting with the leadership team and the school governing body.
- The inspector observed the quality of teaching across the setting, and assessed how this contributed towards the progress children make in their learning.

Inspector

Kelly Marchmont

Inspection findings

Effectiveness of the leadership and management is good

Leaders have high expectations and have a clear picture of how well groups of children are achieving. They undertake regular and accurate evaluations of the quality of teaching and care provided. This ensures staff continue to improve and enhance their practice. There are arrangements in place for the supervision of staff which focus on progress and outcomes for children. There are clear plans in place for further development including how they intend to make the transitions from room to room in the provision easier for children. Safeguarding is effective. Staff have a good understanding of the policies and procedures in place to protect children. There are very positive relationships throughout the setting. This is not restricted to staff and children but extends beyond this, to staff and parents as well as within the staff team as a whole. This means the environment is a welcoming, warm and positive place to be.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning and use this information well to help them plan what the children need to learn next. Assessments of children's starting points and progress are accurate and consistent. Children participate in a good range of activities tailored to their individual interests. There is good emphasis on developing early mathematical skills as staff sing counting rhymes, count interesting objects and frequently use mathematical language. During activities staff are skilled in knowing when to support children's learning and when to allow children to explore independently. Staff ask good quality questions, which make children think for themselves and explore their own ideas. Children are given sufficient time to respond. For example, during an activity where children hammered golf tees into a pumpkin, staff tailored their questions and level of support based on the ability and learning objective for each child.

Personal development, behaviour and welfare are good

Staff are extremely caring towards children and have secure attachments with them. They act as positive role models, treating children as individuals and with respect. As a result, behaviour is consistently good. Staff encourage children to be kind to each other and take turns during activities. Staff praise children warmly on their achievements and positive behaviour. This means children feel settled and secure.

Outcomes for children are good

Children learn important self-care skills. The youngest of children know when and how to wipe their noses. They are also able to feed themselves with the healthy meals provided. Children make good progress from their starting points, including children with special educational needs and those who speak English as an additional language. Children have ample opportunity to explore mark making in a variety of ways. For example, they used toy cars to make patterns and tracks in a messy activity involving ice, colouring agents and shaving foam. Even children who do not usually like messy play were enticed and engaged in this activity. Children have lots of opportunities to take 'safe risks', as they crawl, climb, jump and explore the many interesting outdoor spaces.

Setting details

Unique reference number	EY319331
Local authority	Southampton
Inspection number	1111200
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	45
Number of children on roll	54
Name of registered person	Hardmoor Early Years Centre Governing Body
Registered person unique reference number	RP909323
Date of previous inspection	29 June 2015
Telephone number	02380 552 220

Hardmoor Early Years Centre is local authority run and includes a maintained nursery school, full day care and a two-year-old funded group. The centre is open from 8am to 6pm for 50 weeks of the year. The centre is registered to receive funding for the provision of early years education for two, three and four-year-old children. There are 32 members of staff; of these, four members of staff hold Early Years Professional Status and four hold Qualified Teacher Status. There are three who hold qualifications at level 5, one at level 4 and 18 members of staff who hold qualifications at level 3.

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