

Hetty (Hoole Enterprise Trust – Time for You)

Hoole C of E Primary & Nursery School, Hoole Lane, CHESTER, CH2 3HB



Inspection date	19 April 2018
Previous inspection date	6 March 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

- The provider has an accurate understanding of the quality of the provision. She seeks the views of staff, parents and children to develop her action plans. The provider has identified relevant targets for the future development of the setting.
- Children enjoy their time attending the setting. They run up to their key person for a big hug and to say good morning as they come in. Staff get to know children well by collecting detailed information about them upon entry.
- Staff use praise and encouragement well to foster children's self-esteem and confidence. Children approach challenges with a positive attitude and remain engaged as they explore the well-planned and resourced learning environment.
- Staff work well in partnership with other agencies and professionals. They provide effective support for children who need extra help, including those with special educational needs (SEN) and/or disabilities. All children make good progress from their starting points.

It is not yet outstanding because:

- Staff do not always ensure that learning experiences are meticulously planned to make the best possible use of opportunities to promote individual children's next steps.
- Sometimes, staff do not make effective use of opportunities to promote children's thinking skills.

What the setting needs to do to improve further

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

- sharpen the focus on making the best possible use of opportunities to promote individual children's next steps in learning
- make even more effective use of opportunities to support and develop children's thinking skills.

Inspection activities

- The inspector reviewed parents' written feedback.
- The inspector spoke with staff and children at appropriate times during the inspection. She observed activities in the indoor and outdoor areas. The inspector assessed the impact of practice on children's learning.
- The inspector conducted a joint observation with the provider. She met with the provider to discuss matters relating to leadership and management.
- The inspector had a tour of the areas of the premises used by the setting.
- The inspector sampled relevant documentation, including children's records and evidence of the suitability and qualifications of staff.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have undertaken appropriate training and have a good understanding of how to identify and manage concerns. Leaders have implemented robust recruitment procedures to verify and monitor the suitability of staff. Staff are well qualified and engage in a good range of professional development opportunities. For example, staff have recently undertaken training to enhance their understanding of how different children learn. Leaders monitor children's progress well. They identify gaps in children's learning and make plans of support to address them. Leaders use additional funding to help narrow gaps in children's achievement. Parents' feedback about the setting is very positive. In particular, they comment on the support provided by staff to help develop children's social and communication skills.

Quality of teaching, learning and assessment is good

Staff observe children regularly and monitor their progress well. They make good use of this information to provide interesting learning experiences that promote children's development, overall. Younger children are supported as they learn to take turns with popular resources. Older children correctly pronounce letter sounds and match them to written text. They practise moving their bodies to form the shape of their 'letter of the week'. Children explore and investigate in the outdoor area. They empty and fill containers with sand and listen for sounds in the environment, such as aeroplanes and cars. They enjoy playing imaginatively alongside staff, for example, as they sell different items of food from a shop. Staff ask them how much the items cost and help them to count out the correct amount of coins.

Personal development, behaviour and welfare are good

Staff have carefully planned and resourced the indoor and outdoor learning environments to reflect children's interests and preferences. Children develop their physical skills and undertake exercise in the outdoor area. They practise balancing along beams that they have arranged for themselves. Staff use good safety messages to help children do this safely. Staff ensure that children follow hygiene routines and eat well. Children understand why it is important to follow hygiene routines and can explain this to adults. Staff help children to understand how to look after their bodies. For example, in sunny weather, staff provide jugs of water for children to help themselves to, and ensure that children wear appropriate sun protection.

Outcomes for children are good

All children, including those with SEN and/or disabilities, make good progress from their starting points. Older children are well mannered and confident communicators. They introduce themselves to visitors, practise writing letters and play well alongside other children. Children have positive attitudes towards learning. They are well prepared for their next stages of learning and the eventual move on to school.

Setting details

Unique reference number	EY361734
Local authority	Cheshire West and Chester
Inspection number	1093187
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	2 - 10
Total number of places	50
Number of children on roll	70
Name of registered person	Hoole Enterprise Trust -Time For You (HETTY)
Registered person unique reference number	RP527306
Date of previous inspection	6 March 2015
Telephone number	01244500908

Hetty (Hoole Enterprise Trust -Time for You) registered in 2007. The setting employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The setting opens from Monday to Friday in term time with an option for flexible care during the school holidays. Sessions are from 7.45am until 5.45pm. Wrap-around care is provided for older children as well as a flexible holiday club. The setting provides funded early education for two-, three- and four-year-old children.

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