

# Hawthorn Tree Community Children's Centre

Toot Lane, Boston PE21 0PT



<b>Inspection date</b>	19 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- Staff provide a good range of interesting and enjoyable activities for children. They successfully involve children in planning activities. For example, they discuss with children at the start of the day what they would like to play.
- Children make good progress from their starting points. Staff take action to address any identified gaps in children's achievements. For example, children who speak English as an additional language are steadily developing their spoken English.
- Staff know how to support children's learning well, specifically those who have special educational needs (SEN) and/or disabilities.
- Partnerships with parents are good. Parents are very complimentary about the setting. They feel involved in their children's learning and are pleased with the progress their children make.
- Managers and staff reflect well on their service and make continuous changes which help improve outcomes for children.

### It is not yet outstanding because:

- Children who learn best outside have less opportunities to play and learn in their preferred environment.
- Professional development plans are not precisely targeted to raise the quality of staff's teaching practice to an even higher level.

## What the setting needs to do to improve further

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

- give children who learn best outside more opportunities to play and learn in their preferred environment
- enhance staff's professional development opportunities to help raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with a manager.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

#### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a secure understanding of their responsibility to protect children from possible harm and the procedures to follow should they have concerns. Managers have suitable systems to monitor and assess children's development so that any gaps in children's learning are identified and addressed. Managers reflect on the service they provide, taking into account the views of children and parents, and make suitable improvements to their practice. For example, they have improved the way they support children and their families who speak English as an additional language.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff observe children and plan suitable activities that support the next steps in their learning. Group activities are planned effectively to help children listen to each other and the staff. Staff use a range of activities to support children's communication and language skills well. For example, they talk about the play dough and natural resources they are using. Staff take a keen interest in what they have to say, giving children time to think and speak. Children's early understanding of technology is well supported. For instance, they concentrate intently as they complete simple games on electronic tablets.

### Personal development, behaviour and welfare are good

Staff gather detailed information from parents when their children start at the setting. They provide a warm welcome to children and parents as they arrive at the setting and children form strong relationships with familiar adults. Staff are good role models and have a good rapport with the children, speaking to them in a respectful manner. Children learn about the importance of keeping themselves safe, for instance, as they carefully scale the climbing frame. Staff support younger children to be independent as they, for example, pour their own drinks at mealtimes.

### Outcomes for children are good

All children make good progress from their starting points, including those in receipt of additional funding and those with special educational and/or disabilities. They are becoming increasingly independent as they, for example, competently select resources and organise their own play. Children are able to work in small groups or on their own. They demonstrate they are developing the skills they need for their next stage in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY535943
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10059996
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Hawthorn Tree Community Children's Centre
<b>Registered person unique reference number</b>	RP535942
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01205 362255

Hawthorn Tree Community Children's Centre re-registered in 2016. The setting employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. It opens Monday to Friday all year round except for one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children and follows the High Scope philosophy of early years education.

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