

<b>Inspection date</b>	26 February 2019
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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Members of the management team are dedicated to providing high-quality care and education. They regularly reflect on their services and identify improvements. Managers take into account the views of parents and children to help inform their planning when they make any changes.
- Staff are enthusiastic and interact positively with children. They encourage children of all ages to lead their own play. Staff respond to children's ideas with interest and show that they value children's experiences at home and at other settings that they attend.
- Staff provide an ongoing commentary during children's play and ask questions, allowing them plenty of time to think and answer. This helps to extend children's communication and language development.
- Children have a thorough understanding of how to follow a healthy lifestyle. They demonstrate that they can complete simple tasks for themselves and enjoy making choices in their play and activities.
- Children have exceptionally secure relationships with their key person. They gain rapidly in self-confidence and show a very strong sense of belonging.
- Children's behaviour is exemplary. They demonstrate a consistently kind and caring approach towards each other. For example, older children support the younger children and engage very well with them during activities.
- Staff work closely with other professionals to ensure continuity and consistency of approach to children's care and development. They involve parents in planning to meet children's needs and in helping children to continue learning at home. All children make good progress.
- Managers do not precisely focus the programme for professional development on consistently raising the quality of teaching to the highest level.
- New systems, for example, those designed to track the progress of groups of children and to enable staff to share best practice, are not yet fully embedded, reviewed and evaluated.

## What the setting needs to do to improve further

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

- target the programme for professional development specifically to raise the quality of teaching in the early years provision to the highest level and extend children's learning even further
- embed fully and review new systems and procedures to help inform planning for further improvements.

### Inspection activities

- The inspector completed a tour of the areas of the premises, including those outdoors, used for childcare services.
- The inspector spoke to staff and children at appropriate times throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector observed the quality of teaching activities and assessed the impact of this on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation, including self-evaluation and evidence of the suitability and qualifications of staff.

#### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to identify signs of abuse and the correct procedures to follow in the event of any concerns. They implement policies, procedures and risk assessments well to maintain a safe environment, indoors and outdoors. Managers thoroughly check the suitability of staff and provide effective ongoing supervision and support, overall. Staff frequently exchange information with other settings that children in their care attend. Parents comment very positively about the quality of the provision, for example they say that their children feel happy, settled and secure. Staff regularly complete observations and assessments that help them to identify and address any gaps in individual children's learning and development.

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

Staff provide access to a wide range of fun activities that foster children's enthusiasm for learning. Children eagerly explore and investigate a variety of materials. For example, they practise their small-muscle skills when moulding home-made dough, mixing paint colours to apply to a wall and picking out colourful beads from a water tray. They concentrate well and solve problems, such as how to ensure a boat made from recycled resources can float. Staff encourage children to count their steps as they balance on and walk across logs in the garden. They talk about the sizes of objects while children use magnifying glasses to look closely at bugs that they find outdoors. This contributes to building children's mathematical skills and their understanding of the world around them.

### Personal development, behaviour and welfare are outstanding

Staff are exceptionally positive role models with very high expectations of children's behaviour. They provide excellent support for those who are new to the setting and are extremely attentive to all children's needs. Children learn to share and take turns very well from the start and have impressively good manners. Staff collect extensive and meaningful information from parents from the outset, including children's likes and dislikes, routines and capabilities. They know children wonderfully well and demonstrate that they value each child's unique characteristics. Children enjoy exercise daily in the fresh air, practising their physical skills extensively. They benefit from a varied menu of nutritional snacks and meals and have continuous access to drinking water.

### Outcomes for children are good

Children acquire the necessary skills for their future learning and are well prepared for the move to school or between rooms at the setting. They form firm friendships and gain impressive social skills. Children of all ages offer their views and ideas during activities and listen to each other very well. They cooperate highly effectively during tasks. Children are active and curious with a positive attitude to learning.

## Setting details

<b>Unique reference number</b>	EY542741
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10090449
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 - 16
<b>Total number of places</b>	65
<b>Number of children on roll</b>	286
<b>Name of registered person</b>	Hartlepool Borough Council
<b>Registered person unique reference number</b>	RP521550
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07771936968

Oscars registered in 2017. The setting opens Monday to Friday from 11.30am until 3pm for sessional early years provision. Out-of-school care runs from 3pm until 6pm during term time and from 8am to 5.45pm during school holidays. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above.

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