

Inspection of Hewett Under 5's

Hewett Academy, Cecil Road, NORWICH NR1 2PL

Inspection date: 14 September 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and eagerly seek out their key person. They settle well and get involved in activities that reflect their current interests. Children confidently approach new people, demonstrating that they feel safe and secure in the setting. Older children enjoy spending plenty of time in the outdoor space. They explore aspects of the natural world and move around energetically. For example, children collect leaves, twigs and mud and talk about adding these to some water to make 'frog soup'. Children develop a good range of skills needed for their future learning. For example, they listen carefully to stories and ask questions to find out the meaning of new words.

Babies enjoy using their senses to explore different materials, such as foam, paint, sand and water. Children develop their confidence as the staff provide gentle encouragement to reassure them in new situations. They behave well and show that they understand the clear expectations set by the staff. Children often show kindness towards others, such as helping to find a tissue for a member of staff. Three-year-old children begin to learn how to resolve minor disagreements for themselves. For example, they talk about how they can take turns to use the large hoop.

What does the early years setting do well and what does it need to do better?

- Staff have a clear understanding of what they want children to learn and how they intend to support children's learning. They consider the impact of the pandemic on children's progress and place a strong emphasis on supporting children's communication and language development. Staff make use of guidance from training and plan smaller group activities. This helps children to hear and practise new vocabulary and increases their confidence in speaking.
- Staff encourage babies to be inquisitive and to feel at ease with exploring their surroundings. They respond to children's individual interests and make sure resources are safe for them to use. For example, babies develop their concentration as they have a go at putting on a shoe. Staff reassure them gently when they show their frustration, which helps them to start to build their resilience.
- The development of children's mathematical skills is good. Children use mathematical language accurately, such as 'more' and 'less'. They are introduced to new concepts, such as half and whole, when talking about the segments of an orange. Staff skilfully stand back during a game of snakes and ladders, to encourage children to count independently and develop their early addition skills.
- The manager and staff place a high priority on supporting children's emotional well-being. They often get down to children's level and sensitively encourage

them to express how they are feeling. Children share their opinions and ideas and feel confident asking for help. Staff offer children praise for their achievements, which helps them to feel valued and raises their self-esteem further.

- Overall, staff are inclusive in their approach and value each child's unique needs and background. For example, they find out about the different languages children speak at home and gather some simple words to use in their interactions. However, staff do not use this information to help to extend children's appreciation of these languages and how they may differ from their own.
- Parents say that their children thrive at the setting and share a very close bond with the staff. They appreciate the discussions they have with their child's key person and the meaningful information shared about their child. Staff provide opportunities for parents to get involved in their children's learning. For example, parents help their children to nurture the sunflower plants they bring home from the setting.
- The registered provider, who is also the manager, is very experienced and highly dedicated in her role. She recognises the importance of supporting staff's professional development and their general well-being. For example, staff welcome opportunities to take on more responsibility for management tasks. This also helps to ensure a good balance of the work across the team.
- Staff have regular opportunities to discuss and reflect on their performance, including during supervision meetings. They draw on their individual interests and knowledge to extend their interactions with children. For example, staff with an interest in yoga make good use of their expertise to teach children new skills in balancing and mindfulness.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They confidently identify the signs and symptoms of abuse and know what to do if they had a concern about a child. The manager checks that staff understand how to report a concern or allegation against a member of staff. This helps to protect children from the risk of harm. Regular training on safeguarding is completed by all staff and volunteers. Staff reflect on safeguarding scenarios at staff meetings, to further enhance their knowledge of safeguarding issues.

What does the setting need to do to improve?

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

- support staff to develop opportunities for children to use and celebrate the diverse range of languages spoken by children and their families at home.

Setting details

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| Unique reference number | EY260351 |
| Local authority | Norfolk |
| Inspection number | 10233623 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 32 |
| Number of children on roll | 40 |
| Name of registered person | Simmonds, Alma |
| Registered person unique reference number | RP513860 |
| Telephone number | 01603733336 |
| Date of previous inspection | 5 January 2017 |

Information about this early years setting

Hewett Under 5's registered in 2003. It is located within the grounds of Hewett Academy in Norwich, Norfolk. The setting employs 10 members of childcare staff. Of these, nine hold relevant early years qualifications at level 3 or above. The setting opens from Monday to Friday during school term time. Sessions are from 8am to 4.45pm. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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