

Inspection of Stratford Childcare Hub

8 Mansell Street, Stratford-upon-avon CV37 6NR

Inspection date:

4 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Some improvements have been made in the setting since the last inspection. However, there are still some improvements that are required to raise the quality of the provision. This is because staff do not provide activities and experiences that focus enough on what it is that children need to learn. Routine adult-led activities impact on the amount of time provided for children to lead their own play and learning. Not all staff receive the relevant training they need to carry out their responsibilities effectively.

That said, children are happy, well settled and enjoy their time with familiar staff who are nurturing and kind towards them. This helps children to feel safe and secure in their care. Children have some opportunities to lead their own play and learning. They have fun while they play and build with open-ended resources and use their imagination. For example, they hide inside cardboard boxes, giggling together. They are filled with excitement when staff build anticipation and lift the cover to reveal who is there. Other children develop their coordination skills; they use the muscles in their hands as transport balls, using giant pegs to travel down the pipes they have arranged. They focus well and use their thinking skills to solve problems. They play cooperatively together. Children gain some of the skills they need to prepare them for their future learning.

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

- Some improvements have been made to the curriculum for children's learning. Staff undertake some observations of children's play to help them to know what children need to learn next. However, the activities and experiences provided are not focused enough on the skills that children need to learn so that they make the progress they are capable of.
- At times, children engage in independent learning. For example, they work out for themselves how to use a resource to launch items into the air. However, the length of adult-led activities where all children sit together restricts children's freedom to explore and lead their own play and limits their opportunities for learning.
- In the majority, leaders and managers ensure that staff are suitably qualified and receive training that is required, such as paediatric first aid. However, not all staff receive the relevant training they need to enable them to keep their knowledge up to date and carry out their roles as effectively as possible.
- Leaders and managers monitor the effectiveness of staff interactions and activities that are provided to children. They regularly observe staff practice and provide them with constructive feedback. This helps staff to reflect and make improvements to their own practice.
- Children develop some independence. They select the resources that interest

them and during some of the day, they make choices about how they play. However, children do not yet receive the support they need to learn to do things for themselves. For example, staff dress children in their coats and shoes in preparation for outdoor play. This does not help children to learn, practise and develop these skills for themselves.

- Communication and language is promoted. Staff use stories and a range of songs to engage children. Children are keen to contribute and enjoy conversations while looking at books. Staff actively listen to what children say and ask open questions. They provide ample time for children to think and respond with their own ideas. Children who use English as an additional language are supported well. For example, staff use dual-language books and familiar words, helping children to understand and continue developing their home language while also learning the English language.
- Children behave well. This includes children with special educational needs and/or disabilities. Children respond well to staff reminders to take turns. Staff resolve minor upsets quickly and calmly. Staff liaise well with parents and other professionals to ensure that children receive the help they need.
- Leaders are passionate about the range opportunities they provide for children outside the setting. They take trips to explore nature, as well as using the local library and parks. This helps children to learn about the wider world around them and to develop their social skills in different situations.
- Parents speak highly of the setting and staff. They say their children are very happy attending and they particularly like the outings that children experience. Parents say their children are progressing well. They value the information they receive from staff about their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including those designated to take the lead in safeguarding, know their responsibilities to keep children safe and protected from harm. They can identify signs and symptoms that indicate a child may be at risk of abuse. All staff know the local safeguarding procedures to report concerns about a child's welfare, including if an allegation is made against a colleague. Recruitment procedures are robust. This includes the background checks that are required to be carried out to ensure staff are suitable to work in the setting. Staff make routine checks in the environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make sure the activities, experiences and interactions that staff provide to children provided support each child to gain the learning they need so that they make the progress that they are capable of in all areas of their learning	14/07/2023
increase the time and the opportunities that children have to explore and lead their own play at learning with a range of resources	14/07/2023
make sure staff receive the relevant training they need to enable them to keep their knowledge up to date and carry out their roles as effectively as possible.	22/06/2023

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

- provide opportunities for children to learn how to manage tasks for themselves, in particular their self-help skills.

Setting details

Unique reference number	2677575
Local authority	Warwickshire
Inspection number	10270140
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	20
Name of registered person	Bridgewater, Sarah-Louise
Registered person unique reference number	2677576
Telephone number	07415659784
Date of previous inspection	28 November 2022

Information about this early years setting

Stratford Childcare Hub registered in 2022. The setting employs five members of staff, four of whom hold appropriate early years qualifications at levels 2 to level 6. The setting is open Monday to Friday, from 7.15am to 6.15pm, all year round.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the leader and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff 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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