

# Inspection of Hetty (Hoole Enterprise Trust – Time for You)

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

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Inspection date: 5 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to enter this nursery. They engage for extended periods with their chosen activities. Children are supported by staff who engage purposefully in their play. Children use large blocks to make an 'aeroplane'. When they want to make it longer, staff pose questions such as, 'How can we do that?' Children add more blocks and say to their friends, 'Fly with me to America.' These supportive and nurturing relationships help children to feel safe, secure and motivated to learn.

Children show pride in their achievements. As children draw pictures, they proudly display their work. Staff immediately praise their efforts. Children show visitors plants that they are growing. They talk about how they have watered them daily and the changes they have noticed, such as when the roots started to grow. Children are confident in their own abilities and make good progress.

Children play cooperatively together. As they attempt to carry heavy objects, other children say, 'I will help you.' As children make large models, they work together to 'make it safe' by using the role play tools. Children regularly talk about emotions, and as staff read books aloud to them, they reflect on how the characters might be feeling. Children demonstrate kind behaviours and develop good friendships.

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

- Since the last inspection, leaders have addressed the weaknesses raised. The manager carries out regular observations of staff practice and supports staff to develop their teaching through training and support. Staff say they feel supported by leaders and are passionate about working together to continue to drive improvements to the highest level.
- Leaders have a clear overview of the curriculum and the skills and knowledge they want children to achieve. Staff know children well and plan activities to target children's next steps. However, leaders do not always consider the organisation of group activities to ensure that they meet the needs of all children who participate in them. This can limit some children's engagement and access to intended learning.
- Parents value the communication they receive regarding their children's development and care needs. They describe the staff as 'brilliant'. Parents say that their children have 'flourished'. They have seen particular progress with their children's communication and social skills since they have started.
- Children with special educational needs and/or disabilities (SEND) and those who receive additional funding are supported effectively. Staff assess children's progress and identify when children require extra help in their learning. The special educational needs coordinator (SENCo) has developed good relationships

with other professionals and makes appropriate referrals to other agencies when needed. She supports all staff to be familiar with the agreed strategies and support for individual children. All children have their individual needs met.

- Children frequently sit down to relax and share books with staff and each other. Older children learn about the role of an author and an illustrator. They recall that the illustrator 'draws and colours in the pictures'. Children demonstrate a love of stories.
- Staff promote children's early mathematics skills effectively. They encourage children to identify shapes in the environment. Children proudly show visitors when they create a diamond shape by using 'two triangles'. They accurately tell staff that there are still 12 children that have not yet had snack. Children are confident in their mathematics abilities and make good progress in their learning.
- Children's health and hygiene are well supported. Staff model good handwashing procedures and children know that they need to 'get the germs away'. As children cough, they cough into their elbow then wash their hands. This minimises the spread of germs. Staff introduce words such as 'calcium' and discuss the health benefits of foods. Children say they are growing because they eat fruit and drink water. Children demonstrate a good awareness of the importance of good health and hygiene.
- Staff understand the importance of supporting children to be independent. Children dress and undress as they transform into their favourite superhero. They use tweezers skilfully to pick up fruit. They peel bananas and put away their own plates. As spillages of water occur, children independently go to wipe it up. Children are becoming increasingly independent.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to keep children safe. They have access to regular training to ensure their safeguarding knowledge is current. Staff know what to do if they are concerned about a child's welfare. Leaders work closely with other agencies to support children and families in their care. Risk assessments are in place, and staff carry out checks to ensure that the environment is safe. Staff are clear about the processes for recording and monitoring accidents and incidents. Children identify ways to keep themselves safe. As they play with role play tools, they remind others to wear a safety helmet.

## What does the setting need to do to improve?

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

- consider the planning and organisation of large-group activities to ensure that children achieve the best possible outcomes from these experiences.

## Setting details

<b>Unique reference number</b>	EY361734
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10269381
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	56
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Hoole Enterprise Trust -Time For You (HETTY)
<b>Registered person unique reference number</b>	RP527306
<b>Telephone number</b>	01244500908
<b>Date of previous inspection</b>	9 November 2022

## Information about this early years setting

Hetty (Hoole Enterprise Trust – Time for You) registered in 2007. It is situated in Chester and operates within Hoole Church of England Primary School. The nursery employs 18 members of childcare staff. Of these, 17 members of staff hold qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. It also provides out-of-school and holiday care. Nursery and holiday club sessions are from 7.45am until 5.45pm. Out-of-school sessions are from 7.45am until 8.45am and from 3.15pm until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rebecca Weston

## 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 setting.
- The inspector viewed the provision and explored the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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