

Inspection of Howletch & Shotton Primary Childcare

Howletch Lane Primary School, Pennine Drive, PETERLEE, County Durham SR8
2NQ

Inspection date: 11 May 2023

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 are very happy, settled and emotionally secure in the warm, welcoming environment. Babies enjoy positive interactions with staff. Staff show older babies small-world animals and sing 'Old McDonald'. Babies respond by repeating the words from the song. Staff give children lots of praise and encouragement. This helps to raise children's confidence and self-esteem. Older babies enjoy exploring a variety of open-ended resources. They scoop, pour and make marks in pink 'fairy dust' and concentrate as they place coins into an interactive toy. Babies enjoy looking at books and pointing to the animals. This helps to develop children's early literacy skills.

Older children choose to play in the well resourced garden. They show a positive attitude to their learning as they move around the setting independently choosing what to play with. Children's behaviour is good. Staff encourage children to share and take turns with their friends. For instance, children take turns using a magnifying glass and a bug catcher. Children have excellent opportunities to stay active and build on their gross motor skills. For example, they dig in mud, uncovering worms and vegetables. Children design their own obstacle courses with tyres, wooden blocks and planks. They scoop up stones using shovels and watch them as they cascade down a drainpipe. This helps to develop children's large-muscle skills, balance and coordination.

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

- Support for children with special educational needs and/or disabilities (SEND) is very good. Staff work very closely with other professionals to ensure that children who have additional needs get the support they require. They put robust individual learning plans in place and ensure that any referrals are made swiftly. This helps children with SEND to make the best possible progress.
- Children learn about the wider world. They celebrate festivals, such as Chinese New Year and Diwali. Older children visit the local care home where they discuss topics, such as the King's Coronation. Children actively seek out bugs in the garden. Staff support children to investigate spiders, insects and worms. They gently pick them up with their hands or tweezers and look at them through a magnifying glass. Children relish planting and confidently discuss what their plants need to grow. This helps children to learn about other people and communities, nature and the world around them.
- Partnership with parents is effective. Parents praise the inclusiveness of the setting. They feel involved in their children's learning and development. Parents appreciate the progress which their children make and feel well supported by the staff team. Parents comment that staff are 'friendly and very approachable'.
- Children benefit from a language-rich environment that builds on their

communication skills. Staff use lots of language opportunities to extend and develop children's vocabulary. They introduce new words, such as 'excavator', 'woodlouse' and 'compost'. Staff ask age-appropriate questions and wait for children to respond. Staff use visual prompts and sign language to support children who speak English as an additional language and children with SEND. This helps children to become confident communicators.

- The manager is a good support for her team. She works alongside her deputy to oversee the staff team. The manager carries out effective supervision sessions, room meetings and staff meetings to ensure that staff are supported to carry out their role. The manager places a great emphasis on supporting staff's well-being. Many of the staff have worked at the setting for a number of years and comment on how well supported they are.
- The manager's vision for the curriculum is ambitious and understood well by the staff team. Staff have good knowledge of children's learning. They understand what children need to learn next and use information from their observations of children to guide their planning. However, staff do not always use spontaneous opportunities to extend children's learning even further.
- Staff are very caring, sensitive and nurturing. They quickly respond to children's needs. For instance, babies who are tired are quickly provided with cuddles, reassurance and soothing words. As a result, children settle quickly and form secure relationships with their key person. This helps to promote children's emotional well-being.
- Children's behaviour is good. Staff are excellent role models. The atmosphere is calm and peaceful as children are busy and motivated to learn. Children follow instructions and understand the rules. For example, when children are asked to tidy up, they do this straight away.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding. They recognise the signs and symptoms that may indicate a child is at risk of harm and know how to report this correctly. Staff have regular safeguarding training to keep their knowledge up to date. They are aware of the procedures to follow should they have concerns about a colleague's conduct. Furthermore, staff are familiar with the signs that would indicate a child is at risk of radicalisation or extremist views. Staff attend regular sessions with the manager to monitor their ongoing suitability.

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 better recognise and make more effective use of spontaneous opportunities to extend and challenge children's learning.

Setting details

Unique reference number	EY362698
Local authority	Durham
Inspection number	10286027
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	0 to 6
Total number of places	40
Number of children on roll	82
Name of registered person	Howlatch & Shotton Primary Childcare Ltd
Registered person unique reference number	RP527365
Telephone number	01915872818
Date of previous inspection	30 October 2017

Information about this early years setting

Howlatch and Shotton Primary Childcare registered in 2007 and is located in Peterlee. The setting employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two members of staff that hold a level 6 qualification. The setting opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Children spoke the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of an activity with the manager.

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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