

# Inspection of Hadley Under & Over 5's Ltd

Old School Buildings, Hadley Park Road, Leegomery, Telford, Shropshire TF1 6PW

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Inspection date: 19 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and safe at this welcoming and inclusive setting. Staff build warm and nurturing relationships with children. They offer cuddles of reassurance when children are upset and praise them for their efforts and achievements throughout the day. This gives children the confidence to explore their well-resourced environment.

All children thoroughly enjoy their time outdoors. Staff provide an array of stimulating and exciting activities that span all areas of learning. Children are physically active as they race their friends on tricycles and scooters. They expertly negotiate space as they take a tight turn and drive under the bridge. Children practise their mark-making skills as they inspect a real car. They draw ticks and crosses as they follow instructions to check the suitability of the vehicle. Outdoor play opportunities fully enrich children's learning.

Children behave well. Staff offer gentle reminders of the setting's rules throughout the day. Children recall their group-time rules together with the support of visual aids. Staff sensitively support children to understand that their friends with special educational needs and/or disabilities (SEND) may need a little more time or guidance with some activities. As a result, children are patient and show a lot of support to their friends with additional needs.

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

- Overall, staff support children to make good progress in their learning. They observe children to monitor their development and identify next steps for them to achieve across all areas of learning. However, the organisation of routines and activities means that staff do not have consistent opportunities to support the learning and development of their key children. Therefore, children are not able to fully submerge themselves in all learning opportunities with the support of their key person.
- Staff focus on supporting children's communication and language development. They use a combination of screening tools and interventions to increase children's confidence and improve their language development. Staff closely monitor the impact of the intervention. As a result, children make good progress in this area.
- Children develop a love of books. Staff extend children's knowledge of familiar stories through engaging activities. For example, children recall parts of the story, 'We're going on a bear hunt', as they wash off muddy wellington boots in a water-play activity.
- Children are familiar with the setting's daily routines. For example, they help to tidy up when they hear the familiar tidy-up song and independently sit for lunch

after handwashing. However, at times, children are not sufficiently challenged and supported to develop their independence skills. For example, staff complete tasks for the children, rather than supporting them to try and complete tasks for themselves. Therefore, children do not make the best possible progress in their personal development.

- The manager and her team value the diverse range of cultures and backgrounds of children in the setting. Staff ensure that they celebrate and reflect on the important events in the children's lives. This helps to prepare children for life in modern Britain.
- The setting demonstrates a commitment to supporting children with SEND. Staff make relevant adaptations to the setting to ensure that children with SEND can access all parts of the curriculum. Staff work closely with parents and other professionals to implement targeted development plans. As a result, children with SEND make good progress and are prepared for their transition to school.
- Staff know children well. They gather key information about children before they start the setting. Staff use this information to establish children's starting points and create a baseline to build on. This means that children engage in meaningful learning from the very beginning.
- Staff work in partnership with parents and support them to extend their children's learning into their home environment. Parents comment that the setting is 'amazing', and staff go 'above and beyond' for their children.
- The manager is enthusiastic and dedicated to continually enhance the quality of the setting. Staff feel valued and supported and report high levels of well-being. The manager provides regular supervision and team meetings to help staff develop their good practice and identify areas for professional development. This ensures that teaching is of a consistently good standard.

## Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role and responsibility to keep children safe from harm. The manager ensures that staff receive regular safeguarding training and updates. This means that staff are confident to identify the signs and symptoms that may indicate that a child is at risk of harm from a range of safeguarding and child protection issues. The manager and staff have a secure knowledge and understanding of what to do if an allegation is made against another staff member. Effective risk assessments ensure that the environment is a safe place for children to play and learn.

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

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

- review the organisation of routines and activities to enable key persons to

- support the learning and development of their key children more consistently
- provide more consistent challenge and support for children to develop their independence skills and enhance their personal development even further.

## Setting details

<b>Unique reference number</b>	208202
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10279920
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Hadley Under and Over 5's Limited
<b>Registered person unique reference number</b>	RP910276
<b>Telephone number</b>	01952 411248
<b>Date of previous inspection</b>	22 September 2017

## Information about this early years setting

Hadley Under & Over 5's Ltd registered in 1968 and is situated in Hadley, Telford. The setting employs nine members of childcare staff, all of who hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, term time only. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Roxanne Mason

## 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 the setting 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 nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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