Inspection of Hope for Children and their Families

Hope Family Centre, Hereford Road, Bromyard, Hereford HR7 4QU

Inspection date:	24 September 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very settled, content and calm. Staff are warm and nurturing. They foster secure relationships with children when they start and continue to build on these over time. Children enjoy lots of positive interactions with staff. They make their own play choices and engage in varied activities throughout the day. Children gain increasing independence skills as they grow throughout their time at this provision, including being able to wash their hands, self-feed and use the toilet.

The curriculum is ambitious, and children's interests are at the heart of what is provided. Babies enjoy building towers, sharing books with staff and experimenting with making sounds in the role-play kitchen. Managers have recently taken steps to create more designated age- and stage-appropriate spaces for two- to four-year-old children to play and spend time in. This has greatly benefited staff and has had a positive impact on children's attitudes towards learning. Toddlers enjoy small-group song time with nursery rhyme flashcards. They also like play dough and sand play. Pre-school children enjoy counting stories and songs during small-group time. They also have the opportunity to learn about the autumn season through sensory experiences with leaves. All children make good progress in their learning.

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

- Since the last inspection, leaders have taken proactive steps to improve. They have worked closely with the local authority to raise standards. Managers are passionate about their work and ambitious. They have a clear plan for the future, and their vision is aligned as they know what they want to achieve moving forwards.
- Managers recognise the hard work of their staff and value the team. Staff's morale is positive, and the culture of mutual respect and teamwork is now embedded across the provision. Managers have collaboratively worked with staff to make changes to the environment and to staffing arrangements within the age groups, and make small adaptations to the curriculum, with an aim of improving the culture of teamwork. However, there is scope for managers to have greater oversight of staff's teaching and provide them more targeted support in this area to encourage more consistency across the provision. This is because, on occasion, staff do not fully extend children's learning during their interactions with them to help them broaden their choices and persist more with certain activities.
- Managers know and understand the key learning aims for children attending. Staff know children very well. They observe and assess them routinely and plan activities aimed at narrowing attainment gaps. The provision for children with special educational needs and/or disabilities (SEND) is strong, with staff utilising lots of strategies of support. Children with SEND benefit from early identification,

targeted play plans and a robust monitoring approach.

- Staff manage children's care well. They promote positive behaviours and support children's individual needs. This includes taking account of recently updated healthy eating guidance swiftly to review and implement a new menu in the provision. However, there is room to review how times of transition in the daily routine are managed, such as moving between group time, lunchtime and playtime. Staff are not always clear enough about what is happening now and next. Therefore, occasionally, these transitions take a long period of time. This does not help children to make the most out of their time at the provision.
- The provision garden is a source of great delight for all children, including babies. All children enjoy physical play outside. Babies learn to take turns to use the low-level climbing apparatus and play on the available ride-on toys. Toddlers learn to throw and catch balls with support from staff. Pre-school children learn to confidently negotiate the space and speed up and down on push bikes. This helps to build on and strengthen children's physical skills.
- The provision is secure, clean and well maintained. The environment is safe, and recent reorganisation has helped to reduce clutter in the provision throughout. Recruitment is robust, and all staff are suitably vetted. Since the last inspection, induction processes have improved, and there is a clear procedure in place to support new members of the team. Managers are knowledgeable designated safeguarding leads, and all staff fully understand their safeguarding duties. This helps to protect children from harm.
- Parents are very positive about the provision. They comment that their children are very happy and make good progress attending. However, there is scope to further engage parents in the provision. This specifically relates to the curriculum, what their children are learning and how this is taught, to help share more ideas to extend this between the provision and home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide staff with more robust feedback and training focused on their teaching to establish more consistency and further elevate their practice
- review how times of transition between daily routines are managed to help children make the most out of time spent at the provision
- enhance partnerships with parents further to foster a more collaborative and joined-up approach to children's learning between the provision and home.

Setting details

Unique reference number	EY333183
Local authority	Herefordshire
Inspection number	10404953
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 4
Total number of places	36
Number of children on roll	33
Name of registered person	H.O.P.E for Children and Their Families Limited
Registered person unique reference number	RP520603
Telephone number	01885 488495
Date of previous inspection	9 April 2025

Information about this early years setting

Hope for Children and their Families registered in 2006 and is located in Bromyard, Herefordshire. The provision is open from Monday to Wednesday from 8am to 5.30pm, and on Thursday and Friday from 8am to 4pm, all year around. The provision employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The provision provides funded early education for eligible children.

Information about this inspection

Inspector
Josephine Heath

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 is having on the children's learning.
- The manager and the inspector carried out a joint observation of an autumn-themed learning activity with children of pre-school age.
- Parents shared their views of the setting with the inspector.
- The inspector held a meeting with the management team, looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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