

# Hope Early Years Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	322987
<b>Inspection date</b>	24 January 2008
<b>Inspector</b>	Ann, Theresa Flynn
<b>Setting Address</b>	Hope School, Kelvin Grove, Wigan, Lancashire, WN3 6SP
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<b>Registered person</b>	The Governors of Hope Early Years Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Hope Early Years Centre operates within Hope School in the Marus Bridge area of Wigan. The centre has been registered since 2000 and has three playrooms, a sensory room and a splash pool. Children also have access to a secure outdoor play area and a sensory garden.

The centre is open from 08.00 to 18.00, Monday to Friday for 51 weeks of the year and is closed for Bank Holidays and one week at Christmas. An out of school club is also provided within the nursery.

A maximum of 78 children may attend the nursery at any one time. There are currently 75 children on roll, plus 37 children who attend the out of school club. There are 35 children in receipt of funding for nursery education. Children attend full time or part time. The centre has an inclusion policy and supports 15 children who have been identified as having learning difficulties and disabilities and also children who speak English as an additional language.

The centre currently employs 17 staff, plus four staff for the out of school provision. All but one of the staff holds early years qualifications. Three of the staff are qualified teachers and

they frequently deliver training and support on learning difficulties and disabilities to other pre school settings.

The centre has achieved Wigan Quality Standard Award in October 2004 and was re-accredited in December 2007.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children enjoy an excellent range of physical activities both indoors and outdoors providing them with regular access to fresh air. They enjoy outdoor play in Wellingtons playing at times in wet weather. They enjoy a range of very good resources, including resources for balancing and climbing, and for digging in the garden area. They have a slide, construction, various sit and ride resources, see-saws and other resources, such as tool benches, all available outdoors. A sensory garden containing fragrant plants and items, such as wind charms, plus grassed areas are also available for outdoor play.

Indoors children are involved in activities, such as sticky kids and children delight in the sticky kids session prior to lunch as they jump, march, dance and clap to music with the staff, who explain about their bodies getting warm.

There is an indoor soft play area and climbing area to provide opportunities for climbing and being active indoors. There is a splash pool and a hydro therapy pool which children access on a regular basis, thus, providing excellent opportunities for children to exercise and access fresh air, thereby, promoting children's good health and well-being.

Children stay healthy because staff follow very good hygiene practices. For example, they clean tables prior to and following snack times and use disposable gloves and aprons during food preparation and nappy changing. Children are encouraged to wash their hands prior to eating their lunch or snacks. They are involved in singing a song about hand washing and why this is necessary. There are displays about hand washing and the bathroom door has a sequence of pictures displayed to highlight to children the procedure for hand washing, thus, developing children's excellent understanding about good hygienic practice.

Children are very well nourished through the provision of healthy snacks and meals. Children have access to drinks throughout the session, which they access themselves from a jug using various types of drinks containers depending on their individual needs, thereby, helping to develop their personal independence.

Children's awareness of healthy eating is raised through discussion and activities involving healthy eating following the school's healthy eating ethos. Posters are displayed reflecting healthy food choices and children are provided with choices for their snack and lunch, thereby, raising children's awareness of healthy foods.

During snack and meal times there is a high staff to child ratio maintained to offer very good support to children especially children with learning difficulties and disabilities. The daily routine allows time for staff to feed children in a way best suited to their individual needs, thereby, ensuring their good health.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in an environment which is extremely welcoming, secure and safe. The environment is bright and colourful with children sharing a variety of excellent play experiences and resources. Many varied resources are available at child height, which children freely access. Space is very well organised into planned areas, including mark making, role play, sand and water, painting, construction and book areas. All of which enables children to enjoy superb and varied choices from a balanced range of stimulating and challenging continuous provision.

Children are learning to keep themselves safe within the setting by being involved in regular emergency evacuation practices and by staff explaining very well to children about issues of safety. A visitor's book is maintained and visitors to the setting wear visitor's badges to help staff and children identify visitors.

Staff are extremely vigilant about children's safety within the setting and have comprehensive risk assessments in place, which include risk assessments for sleeping children, when changing children, sand and water play areas, and equipment, such as the slide. A memo board within the rooms displays information about which children and staff are attending sessions elsewhere within the setting and a mobile telephone is used to maintain staff contact.

Many safety features are in place indoors including an alarm on the splash pool door, which sounds when the door is opened and key pads on all the internal doors, thus, maintaining children's safety exceedingly well.

Children are kept safe on outings because very good staff to child ratios are maintained and children receive explanations about aspects of road safety. On outings staff carry a mobile phone with them which they use to contact the centre every half hour to inform centre staff that all is well. Regular head counts are undertaken and the route is pre-planned, with the centre staff aware of the route to be taken, thus, ensuring children's safety is extremely well maintained when away from the setting.

Children are very well protected because staff have a very good understanding of the correct procedures to follow in the event of concerns about the welfare of any child in their care. Staff access child protection training and child protection procedures and policies are regularly reviewed and updated. The procedure for protecting children includes a child protection audit trail which charts any concerns in detail, thereby, helping to keep children safe.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Activities and opportunities provided for children are excellent. A varied, challenging, stimulating and interesting range of age appropriate resources and activities are available, such as music and movement known as 'sticky kids' and Spanish lessons, known as 'mini amigos'. Children also enjoy experiences away from the setting as they go walking into their local community. All of which provides interest, stimulation and challenge to help children make outstanding progress and thoroughly enjoy their time at the setting.

Children thrive as they access activities both indoors and outdoors, freely choosing from the superb and varied range of resources available. Staff are very well deployed offering exceptional support and guidance. The children initiate their own play, socialising very well as they discuss

the programme on the interactive whiteboard, which develops their social skills, language and imagination. Staff are skilled and offer support and guidance when necessary to maximise children's learning. For example, when children are encouraged to think about whether they have helped their friends during the session and when they are encouraged to count the blocks they are using to build towers, thereby, significantly enhancing children's learning experiences.

The 'Birth to three matters' framework is followed for the younger children who attend, ensuring they are also provided with excellent opportunities to develop, involving observations and assessments of children as they begin their time at the setting. This ensures staff offer superb age appropriate opportunities to help children to progress.

Children respond excitedly as they play in the water, sand and paint using various resources, which capture their imagination. They are engaged and motivated to learn as they enjoy accessing resources of their choosing, thereby, developing at their own pace.

### Nursery Education

The quality of teaching and learning is outstanding. Children benefit well from the staff's excellent knowledge of the Foundation Stage, and effective teaching helps children to make outstanding progress towards the early learning goals.

Children are skilfully questioned and challenged by the staff, who ask richly phrased questions to help children to think and to learn at their own pace. For example, they ask questions in rich mathematical terms, such as 'how many' and 'is it bigger or smaller than, is it empty or full'. They use everyday activities to help children develop their understanding of numbers and number concepts, which provides skilled and effective questioning to make children think and help them to learn.

Staff use spontaneous events to extend children's learning. For example, when children show interest in the water topic, the topic is extended and enhanced by including water within other continuous provision, such as the role play area, to extend children's learning and development from the child's own points of interest, thus, developing children's learning.

Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is flexible and child led to develop children's learning from children's own interests and there is an excellent balance between child led and staff led activities. For example, during the morning session children choose what time to access their own snack, where they wish to play, who they play with and with which resources and activities, thus, helping to develop children's independence.

Children's confidence is significantly enhanced through consistent praise and encouragement. For example, being praised for their efforts when tidying up, when waiting for their turn on the interactive whiteboard, as they are told by staff 'good waiting, good boy'. This helps to develop children's confidence and self-esteem very well. Children are socialising in an extremely confident and self-assured manner, as they learn to wait their turn to speak in group time and learn to share resources when constructing with the blocks, therefore, helping to develop their understanding of how to share and work as part of a group. Children's personal independence is developing effectively as they access the hand wash basins themselves to wash their hands, put on their own coats prior to playing outdoors and as they pour their own drinks during snack time.

Children are developing their literacy skills as they are provided with many superb opportunities to mark make within a number of varied activities. They are developing their skills in language and other forms of communication, such as sign language, as staff skilfully enhance children's language skills through effective questioning and signing. Children are also learning the Spanish language during 'mini amigos', thus, helping them to develop other ways of communicating. Children access a range of books in a well resourced book area, thereby, helping to develop children's enjoyment of books.

Children are developing well their understanding of mathematics as they count, identify numerals and discuss mathematical concepts, such as bigger or smaller than, full and empty and how many. Opportunities for children to calculate are provided as they sort items and pour into various containers during water play.

Children are learning about the world in which they live in by celebrating festivals, discussing other cultures, learning another language and by understanding the needs of their peers with disabilities. All of which provides children with opportunities to develop their understanding of the world in which they live.

Children's creativity is developing well through excellent experiences, such as painting, crafts, construction, music and movement, dressing up and imaginary play within the role play area. This provides exceptional, varied and stimulating opportunities to develop children's creativity and imagination.

Planning is clear and identifies how all six areas of learning are to be delivered, is child led and is developed from children's own interests. Children's assessments and observations are used effectively to inform planning, thus, catering for children's individual learning needs. Assessments and observations of the children are undertaken to ensure children are exceptionally well supported and challenged. The system of recording children's progress, clearly identifies the next steps in their learning and evaluation of the planning is extremely effective through the use of staff evaluation activity questionnaires and is adapted well to take account of children's individual learning needs and interests. Such continual and rigorous monitoring procedures enable staff to maintain the high standards of teaching.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are developing their awareness and understanding about diversity extremely well, through discussion and activities. They learn about other countries, such as China and Spain and are involved in discussing other cultures. Many varied resources are available which reflect diversity, including books, dolls, cooking utensils and dressing up clothes.

Disability is a daily part of life at the setting with children learning about the needs of their peers with disabilities. They learn about the use of equipment, such as wheelchairs and hearing aids. They learn about the needs of their peers with disabilities as they use the splash pool and how they feed during mealtimes. They learn about the use of various ways of communicating, such as signing or the use of the 'peps' system of communication, all of which helps in developing children's understanding of disabilities and about the diverse society in which they live.

Children are valued, included and have their individual needs met in an exemplary manner. Staff are strongly committed to inclusion and are enthusiastic about undertaking relevant on-going training, which is very specific to support the needs of the individual children they

support. Children's all round needs are catered for very well and all children are included within the setting. Staff work consistently with parents, carers and with other professionals to provide very good continuity of care to aid children's development extremely well, thus, working in the best interests of children.

Behaviour management within the setting is consistently of a high standard and children manage their own behavioural incidents with great success. For example, children within the role play area calmly discuss how they are to share the dressing up resources, thus, managing the situation well without any adult intervention.

Children are consulted about what they want to do, which enables them to make decisions and suggest their own ideas, thus, providing good opportunities for children to make a positive contribution to their learning.

Staff are skilled in promoting positive behaviour in children by consistently praising them for their efforts, both through the use of verbal language and through sign language. The use of stamper charts and smiley face books all help in developing children's confidence and self-esteem. Children's understanding of right and wrong is enhanced as staff explain about behaviour which is unacceptable, talking to children at their level to ensure they understand the affect their actions have on others.

Children's spiritual, moral, social and cultural development is fostered well. For example, socially children are learning to share and take turns and understand the needs of their peers with disabilities. Morally they are learning to behave well and care and involve their peers with disabilities as they learn to sign and help in involving them in activities, such as music and movement. Spiritually and culturally they are learning about the diverse needs of others.

Partnership with parents and carers is very good. Children's individual needs are very well met because of the superb relationships which have been established with parents. Information is shared through written policies and procedures, daily discussions, parents' evenings, parents' sessions, a notice board and newsletters, ensuring parents are fully informed. Parents are able to access their children's progress record at any time. There is a system in place for seeking parents' views about their children's learning at home and hands on experiences for parents are provided through parents' sessions, for example, baby signing, thus, helping them to understand about how their child develops and learns.

Parents are very well involved in their children's learning because they are invited into the setting to be involved within their child's learning. For example, they take part in signing sessions in Spanish sessions and in sessions within the splash pool, thereby, helping to develop excellent relationships with parents.

## **Organisation**

The organisation is outstanding.

Time and space is organised effectively so that children are able to independently play and relax within the setting. Children access varied, stimulating and challenging resources both indoors and outdoors, which helps in promoting their all round development.

The key worker system is effective and staff get to know the children extremely well. The staff are skilled at interacting with the children, responding well to them and listening to their ideas.

Time is effectively organised to cater for structured, free play, rest and mealtimes, therefore, meeting children's individual needs very well.

Effective procedures are in place for the recruitment of staff, who are trained in childcare. Systems are well developed to evaluate and monitor staff performance and development. This ensures the nursery fulfils its vision to provide a high quality standard of education for children and provides maximum learning opportunities for the children who attend.

Documentation is maintained very well in line with the National Standards and, therefore, helps in promoting the safe and excellent management of the setting. There is a full and comprehensive range of policies and procedures, which are regularly updated and shared with parents, which all staff understand and are involved in reviewing regularly.

The quality of leadership and management of the nursery education is outstanding.

Leadership and management of the nursery education contributes to children's outstanding progress towards the early learning goals. The staff has a clear vision and a commitment to continual improvement of the nursery education. The provision is regularly evaluated with the evaluations linking clearly to the learning objectives. Staff are actively encouraged to review and evaluate their practice through regular meetings, planning and by identifying their own strengths and training requirements. Leadership includes partnership with parents which is outstanding, and provides a learning environment for all children to develop through a highly successful early education programme.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection there was one recommendation raised relating to documentation.

The recommendation has received attention and the child protection policy now includes the procedure if an allegation is made against a member of staff.

Due to the action taken the care and safety of children has been enhanced.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.



## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)