

# Hartsholme Day Care Centre and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY436798
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Hartsholme Early Years Centre is one of a chain of settings run by the National Children's Charity 4Children and was registered in 2011. It operates from Hartsholme Academy in Lincoln, Lincolnshire. The setting serves the local community and surrounding areas. There is a fully enclosed area available for outdoor play and the setting has access to the academy's grounds.

The setting opens five days a week. Sessions are from 7.30am until 6pm Monday to Friday for 51 weeks of the year for children aged from two to eight years. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. The setting is registered to care for no more than 36 children at any one time. There are currently 39 children, with 21 children on roll attending who are within the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of child care staff. Of these, all hold appropriate early years qualifications. The manager has early years professional status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting demonstrates an excellent understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Children are at the heart of all that happens at the setting. Their sense of belonging is expertly fostered through the extremely warm, welcoming, inspiring and well-planned environment. They are provided with an excellent range of exciting experiences which enrich their overall development. Children's individual learning needs are met superbly, through highly innovative planning, rigorous assessments and the setting working in partnership with parents, school and others offering the Early Years Foundation Stage. The setting has a very clear sense of direction and give utmost priority to self-evaluation, continuous improvement and opportunities for training and development.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further resources that reflect the cultures, languages and beliefs of other people.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded by effective policies and procedures which are rigorously followed by staff. Robust checks ensure staff's ongoing suitability to work with children. Children flourish in the care of the highly skilled and enthusiastic staff group who are committed to developing their own skills through the sharing of best practice and frequent internal and external training. They are effectively supported, motivated and monitored by the dedicated management team who have high aspirations for all. Thorough risk assessments and daily checks ensure that children are not at risk from hazards. Review of policies and procedures, and recent training for staff on child protection/safeguarding issues, ensures staff are well informed as to how they protect children from harm and know what to do should they have concerns about a child. The learning environment throughout is thoughtfully laid out, well equipped with high quality toys and innovative resources, rich with symbols, signs, letters and number and fully accessible to all children. The vibrant provision both inside and outside creates an environment in which children's learning is stimulated at all times. For example, strategically placed resources, such as, natural materials, leaves, conkers, pine cones, shells, programmable toys and ongoing problem solving, stimulate children to investigate the world around them.

The setting has a strong commitment to continuous improvement as it strives for excellence. This is achieved through the frequent review, reflection and evaluation of all aspects of the provision and children's learning. Consequently, the setting ensures that children thrive and are assured of the best possible outcomes. All staff recognise the need to continue to develop robust systems for monitoring and evaluating the early years provision further, in order to maintain continuous improvement.

Children's experiences are enhanced by the staff's responsive approach to the individual needs of children and their families, alongside highly effective partnerships with a wide range of other professionals. Parents are exceedingly complimentary about the setting. Parents' knowledge of their own children is actively sought and taken account of, thus ensuring that children settle well and their interests and capabilities are well known by staff when their children start at the setting. They are frequently informed of their children's progress and development through informal discussion and planned meetings. Parents are supported and encouraged to play an active role in their child's ongoing learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Excellent systems are in place to ensure adults support children's learning and development effectively. The purpose built learning environment promotes a child centred learning approach effectively. Robust systems are in place regarding the assessment of children's progress and planning activities that meet their individual

needs, these systems are used consistently by staff. They make observations of children's progress which are linked to the areas of learning. Staff use children's learning journeys which are supported by observations, photos and samples of their creative work to collate regular written reviews of their progress which are shared with parents. Children, parents and staff benefit from the clear methods that have been established to support children's transitions to school. Robust systems are in place to support children who have identified special educational needs and/or disabilities. For example, all staff and other agencies working with the children contribute to their individual education and care plans.

Children benefit from extensive range of good quality toys, equipment and books that support their learning and developmental needs in all group rooms. Children's physical care needs are met well as they have access to a wide variety of furniture and equipment that is suitable for their age and stage of development, such as, a range of appropriate height chairs for children of differing age groups. Older children have played an active role in designing the layout of their group room when planning the rest and relaxation area. Resources are stored at low level, enabling children to make choices and follow their own interests during both indoor and outside play.

Children make excellent progress in all areas of learning. They are confident learners who make good use of their learning environment. They select resources and work independently and enjoy both free-play and group activities. Children of all ages use books purposefully for pleasure. They enjoy group song times and join in enthusiastically, clapping and creating the actions to familiar songs. Children are developing good writing skills. For example, younger children make purposeful marks and older children create representational drawings of people and add emergent writing. Children have excellent opportunities to solve problems as they use a range of construction sets to create objects and discuss parking spaces and bike sizes when playing imaginary garages. They develop their awareness of space and shape while using blocks and use a range of accessories in the sand and water trays effectively. Children are able to count accurately in excess of ten and show a keen awareness of number during play. Children are able to gain hands on experience of nature and living things as they grow herbs and apple seeds in the garden. Children's awareness of technology is enhanced through the use of computers which are well utilised. They participate in activities that help them learn about cultures and beliefs which are linked to the school. However, resources that reflect others cultures, languages and beliefs are limited. Children show good coordination as they use the large climbing apparatus and the play house. They use wheeled toys and run around showing good spatial awareness. In addition, they participate in planned activities, such as, the garage session outdoors where they develop their skills of movement and balance. Children have excellent opportunities to develop their free creative expression while using a broad range of paint collage and malleable materials. Children freely engage in role play, for example; they imitate cooking while making salt dough, play at garages outdoors and use the farm yard to imitate animal sounds.

Children work cooperatively together and express their everyday experiences as they use small world play, such as, the doll's house and farm yard. Staff skillfully support and extend children's ideas and learning as they develop and include

within their play, problem solving, comparison, communication, negotiation, knowledge and understanding of the world and recognition of difference. Children are lively and enthusiastic learners and are eager to try new experiences and thoroughly enjoyed making salt dough. Children's contributions are highly valued and they delight in viewing themselves in the extensive range of photographs that demonstrate their learning through activities. For example, they have their own picture gallery of their work, a photographic display of their mummies, planting apple seeds and physical play.

Children's good health and well-being is promoted effectively as staff implement high standards of hygiene practice that help stop the spread of infection, for example during toilet routines and at meal times. Children have constant access to fresh drinking water, enabling them to remain hydrated throughout the day. They enjoy a variety of fresh fruit, raisins, bread sticks and milk at snack times and have access to the schools cooked meals enabling them to develop healthy eating habits. Their individual dietary needs are known and records are shared with parents regarding food and drink.

Children interact positively with each other and staff, showing good relationships as they play, talk and laugh together. Staff act as excellent role models and children's behaviour is very good. Children have outstanding opportunities to develop their skills for the future. This is evident in the broad range of exciting activities and ethos of child centred learning, coupled with highly effective systems of monitoring children's progress and planning for the individual learning and developmental needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met