

# Hartsholme Day Care Centre and Out of School Club

Hartsholme Primary School, Carrington Drive, LINCOLN, LN6 0DE

<b>Inspection date</b>	14/06/2013
Previous inspection date	31/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are forming appropriate bonds and secure emotional attachments with practitioners.
- Partnerships with parents are strong. As a result, all children and their families are included in the setting and their skills and achievements are recognised and valued.
- Children with special education needs and/or disabilities are progressing well towards the early learning goals with the help of the practitioners support and strong partnership with external agencies.

### It is not yet good because

- Children are not fully safeguarded as practitioners do not record children's attendance effectively.
- Children's self-care skills are not always actively supported to fully promote their understanding of good hygiene practices.
- There are not enough stimulating resources to enable children to explore and investigate in their play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms and outside play area.
- The inspector spoke with the manager, area manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, the nursery's self-evaluation, planning documentation, and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Sue Riley

## Full Report

### Information about the setting

Hartsholme Early Years Centre is one of a chain of nurseries run by the National Children's Charity 4Children and was registered in 2011. It operates from Hartsholme Academy in Lincoln, Lincolnshire. The nursery serves the local community and surrounding areas. The nursery operates from two separate rooms within the school site. Both rooms have access to fully enclosed areas for outdoor play and the nursery has access to the academy's grounds.

The nursery 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 11 years. Children are able to attend for a variety of sessions. There are currently 72 children on roll, of whom 48 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 nursery receives funding for the provision of free early education to two,- three-and four-year-old children. It employs seven members of child care staff. Of these, six are qualified to level 3 and above.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is kept.

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

- encourage children to understanding that good practices with regard to exercise, eating and hygiene can contribute to their good health
- provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

## Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Children make satisfactory progress towards the early learning goals and are learning a satisfactory range of skills in preparation for school when the time comes. They enjoy activities and experiences, covering all areas of learning, in a child-friendly environment. Practitioners carry out an initial assessment of children on entry to enable them to plan children's next steps in their learning. Practitioners understand the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and carry out regular observations of children. They know individual children well and planning is devised around children's current interests. This harnesses their interest and promotes children's progress towards the early learning goals. Practitioners engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Practitioners in the toddler rooms have an awareness of how to carry out the Early Years Foundations Stage progress check at age two. They understand how to involve parents in the process, so that they can share what they know about children's learning.

Parents are offered regular opportunities to see their child's progress in their learning journeys and to speak with their child's key person. The key person system supports the partnership with parents. Practitioners are confident in engaging with parents to report on children's progress and their next steps in learning. Parents are involved in their child's learning and development within the nursery. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners. They are confident to try and take part in activities. Some children, of all ages, attend the nursery speaking additional languages at home other than English and they are well-catered for. Practitioners throughout the setting, are aware of the languages spoken at home, use and fully support children to use their home languages within the setting.

Children in the two to three year old's room, play imaginatively in the 'Gruffalo' area, where practitioners have made a cave for the children to play in. They also use the resources in the story sack to extend their learning. They attempt to complete the jigsaw puzzle and learn about the straight sides. Which means they are learning about shape and size as they play. The younger children play with the soft play figures of the story and act out various scenes that they can remember; at the same time consolidating their understanding of the story. The older children play cooperatively with each other and the children attending after school are very caring towards the younger children and include them in their play. Practitioners are specific when they praise the children, so they know what they have done well. Children are happy to receive praise from the practitioners and respond positively. When taking part in large group activities each child has their own mat to sit on which helps them to be aware of their own space. Children enjoy books and sit well when listening to stories. They cuddle in to the practitioners when reading together, clearly demonstrating that they feel safe and secure.

When children play with the sand or water they only have a few resources to choose from; this limits their learning as they cannot learn fully all the different concepts that these two activities offer. The role play areas in both rooms again have limited resources which impacts on children's learning. For example, they cannot act out life situations as they play. Children follow instructions demonstrating that they understand what is being asked of them. Older children communicate confidently with practitioners. Children handle

equipment well and use their small muscles with good control. For example, cutlery when eating and paint brushes when making marks. Children have opportunities to develop their larger muscles when playing outside in the fresh air. Although this is inhibited through the lack of stimulating resources. Children outside have fun as they play with the water and brushes and make their own marks on the walls and fencing. They enjoy riding one of the two bikes and learn that they have to wait their turn. Practitioners manage this by having a list so that the children are able to see how long it will be until their turn. Independence is promoted as practitioners encourage children to do things for themselves, but are there for support as needed. During registration time, children count each other to understand how many are present that session. They also sing a 'hello song' which helps them to learn their friends' names. Children enjoy singing and through singing number songs they are learning simple addition and subtraction.

### **The contribution of the early years provision to the well-being of children**

Children are happy and confident due to a suitable settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person, and secure attachments are formed. Practitioners place importance on encouraging independence and self-help. They are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate and experience a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery and sharing resources amicably. Older children play cooperatively with one another, and small friendship groups are in place.

The key person learns about each child's backgrounds and values and celebrates difference. Practitioners are good role models for the children as they treat them with respect. They get down to the children's level and use age-appropriate explanations to explain why certain behaviour is unacceptable. Good manners are encouraged at all times and gentle positive reminders are given. For example, for children to use their 'walking feet' when inside. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring. Practitioners work very well with parents in managing children's behaviour. In some instances, they use 'reward charts' that are also used at home to ensure consistency in helping children to manage their own behaviour.

Children's health and welfare is mainly supported as they enjoy snacks and meals in accordance with their dietary needs and preferences. Lunch time eating is a pleasant social occasion when the children sit together at low tables and chairs, using appropriate cutlery. Snack time for children in the two to three -year old room is not such a positive experience. Children are not learning appropriate hygiene and social routines as they are not encouraged to wash their hands before eating. Food is just placed in front of them on the table with no plates to use. Practitioners are not quick to notice when fruit is dropped on the floor and children pick this up and carry on eating the dropped fruit. Children know where to access their drinks at any time throughout the day. Older children routinely wash their hands so they are learning hygiene routines. Parents have the choice of providing a packed lunch for their own children or booking a school meal. This means that parents are

aware of what their children are eating.

Practitioners have a range of procedures and policies in place to help keep children safe. Children are offered varied opportunities to learn about risk and how to keep themselves safe. For example, they move the large crates and build a tower to enable them to climb and jump off. This is supervised by the practitioners at all times, to offer encouragement and well as physical support. Routine risk assessments ensure that indoor and outdoor environments are safe. Practitioners work well as a team and are deployed within the setting to ensure children's safety and allow them to access all areas with support. They also take part in regular fire evacuation drills to raise their awareness of what to do in the event of a fire or an emergency. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a sense of well-being, especially when new to the setting.

Children enjoy a smooth transition from home to the setting and from one playroom to another. They benefit from gradually being prepared for these changes which results in them developing the necessary skills to embrace new experiences and to settle appropriately. With transition into the school provision, they work closely with the teaching staff and provide joint activities, such as 'a teddy bear's picnic' to allow children to meet the teachers in a friendly way and begin to build up a relationship.

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

Children are kept safe and secure at the nursery as the provider and manager understands their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, they understand the signs and symptoms of abuse and the procedures to follow if they have a concern. All practitioners have a sound knowledge of how to keep children safe. However, they do not ensure that they keep an accurate record of children's attendance. This means that children are not fully protected and is a breach of a requirement on the Early Years register as well as both parts of the Childcare Register. There are robust procedures in place to recruit staff, and new nursery practitioners follow an in-depth induction programme. This ensures they fully understand how to implement policies and procedures to promote children's health and safety. The provider and nursery manager fully understand their responsibility in meeting the learning and development requirements. The manager understands the importance of working with external agencies. Practitioners work closely with the local authority coordinators and other professionals as needed. This enables the nursery to draw on expertise and provide support for children, so they make suitable progress in their development. This helps them to inform and develop their practice. The nursery maintains clear and concise policies and procedures which are made available to parents.

Practitioners ensure children are provided with a safe and secure environment both indoors and outdoors. They identify hazards and take appropriate steps to minimise them. The management team and all practitioners strive to improve the quality of care and learning for all children. For example, they regularly access training to improve their own

knowledge and understanding. Regular supervision meetings are undertaken between the practitioners and the senior management team. Practitioners benefit from the regular practitioners meetings where all issues and practices can be discussed and reflected upon. An established system of annual appraisals ensures practitioners feel valued and supported.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. They have other mechanisms to identify their strengths and weaknesses via the local authority quality review systems, as well as their own company review. All recommendations have been addressed since the last inspection. Parents are encouraged to provide the nursery with their views in different ways. They have the opportunity to record their views in written questionnaires, suggestion slips or discuss them verbally with practitioners on a daily basis. The nursery has a development plan that they are working from to improve the provision for the children. However, although they have identified the lack of resources for children to play with and use for their own learning, the action that is being taken is not effective. Children do not have a wide range of stimulating resources easily accessible to them to enable them to make their own choices and extend their learning.

Parents are very positive about the nursery, they like the small groups and think the practitioners are brilliant and are very approachable. They like the transition arrangements that are in place when their children move up to the school's Foundation Unit. Communication between practitioners and parents is generally good. Parents have positive views on the service provided, and they are aware of their child's key person. The manager and practitioners address inclusion appropriately with regard to finding out about children as individuals and addressing their different needs. Planned activities and some resources are used effectively to raise children's awareness of diversity. Partnerships with other providers who care for the children are well-established. This means that children's overall learning and development is effective, as relevant information is shared to promote continuity and consistency of approach.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY436798
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	899347
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	72
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	31/05/2012
<b>Telephone number</b>	01132427050

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

