

Hadley Under & Over Fives

The Rest Room, Hadley Park Road, Hadley Telford, Shropshire, TF1 6PW

Inspection date	17/10/2013
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Each key person demonstrates sensitivity and warmth towards children and this promotes a sense of security and belonging.
- Practitioners ensure the learning environment offers a range of stimulating activities that engages children's interests.
- Practitioners create a friendly working relationship with parents that make it easy to talk and listen to each other.
- Children keep themselves safe and behave well because practitioners are clear and consistent in their approach to behaviour management.

It is not yet good because

- The provider has not notified Ofsted of any changes to the individuals, who are directors of the company providing the childcare.
- Children's level of achievement is not always accurately identified, as a consequence activities are not consistently tailored to meet their learning needs.
- Practitioners do not always sit with children to encourage opportunities for children to socially interact at mealtimes.
- Practitioners use too many closed questions, as a result, there are fewer opportunities for children to expand their vocabulary.

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 within all three playrooms and the outdoor play area.
- The inspector held a meeting with the manager, director and questioned practitioners.
- The inspector looked at children's assessment records and planning documentation.
The inspector looked at evidence of practitioners' suitability to work within the setting, induction procedures, performance monitoring and the policies for safeguarding, complaints and special educational needs. The inspector also viewed the risk assessments and the evacuation procedures.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full Report

Information about the setting

Hadley Under and Over Fives was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building located in the grounds of Hadley Rest Room in Telford. It is one of two early years settings managed by Hadley Under and Over Fives Ltd, which is a non-profit making registered charity. The pre-school serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, one holds an early years sector endorsed foundation degree, three hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2.

The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 2.45pm. Children attend for a variety of sessions. There are currently 27 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the observation and assessment of children's stage of development is accurate and use this information to plan future learning experiences, which are more precisely matched to children's individual needs.

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

- improve the use open-ended questions to encourage children to expand their vocabulary and develop further their critical thinking skills
- enhance children's experiences at mealtimes by, for example, ensuring practitioners sit with the children to engage in conversation and support children's independence skills.

Inspection judgements

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

Children experience some exciting and inviting activities, which follow their interests and link to a whole pre-school theme. They participate in adult-led and child-initiated activities that teach specific knowledge and skills across the seven areas of learning. As a result, they make steady progress. The current theme is 'Harvest time' and children enjoy playing in the mud. This offers children unique tactile, sensory experiences that are vital to a child's developing brain. As children run mud through fingers, scoop mud from containers and create mud pies, they develop their hand and eye coordination and learn about cause and effect. Children's decisions are valued, as they can choose whether or not to wear an apron or disposable gloves. They are encouraged to fully explore the mud without worrying about being messy and enjoy the experience. Practitioners use commentary to develop children's understanding of concepts. However, some practitioners use closed questions, which means that children have fewer opportunities to explain their ideas and extend their vocabulary.

Children explore colour while painting pre-cut tractor shapes, the practitioner encourages the children to identify and name the colours. Children are encouraged to recognise their own name card and self-register, therefore, promoting their reading skills appropriately. Writing is promoted as children are encouraged to trace the letters of their name. The practitioner offers individual tailored support to each child, identifying each letter as they write. Activities, such as these, help support children's readiness for school. Discussions with parents reveal that they recognise the progress their child is making while at pre-school and comment 'My child has learnt to count to 10 and is learning letter sounds like Kicking K'. Children are provided with plenty of stimulus for imagination. For example, children participate in pirate role play and small world play, such as farms. Practitioners support children to develop technology skills as they use the computer to print off pictures. Children use the chalk board to develop mark-making skills both indoors and outdoors. Practitioners promote mathematics outside when they highlight the numbers to children on the foam tiles fixed to the fence. Most children display the characteristics of effective learning.

The educational programme satisfactorily covers all the areas of learning, however, it is not tailored to fully take account of each individual child's next steps. This is because the assessment of some children's stage of development is not always accurate, as a result, some children's next steps are inappropriate. Practitioners gather evidence on children's prior skills through discussions with parents when the parent and child visit pre-school together. There is an 'All about me' page included in the child's assessment profile, which helps to assess likes, dislikes and abilities when a child first begins at the pre-school. This helps to ensure learning experiences and support suitably meet the child's needs on induction.

Children with English as an additional language receive relevant support. Practitioners are starting to use basic words in their home language when talking to children to help them make links with English and show respect for their home language and culture.

Practitioners liaise with parents to establish the child's language skills in their home language. There is a policy and procedure for supporting children with special educational needs and/or disabilities. The special educational needs coordinator implements individual educational plans for children, working in partnership with other professionals.

Parents are kept informed of their child's progress by daily discussions between the key person and parents. The children's assessment files are completed each term and parents are encouraged to contribute their comments. There are regular parent consultations appointments and this is a valuable opportunity to meet their child's key person, discuss their child's progress and to support their learning at home. Parents are encouraged to support their child's learning at home by sharing the books, which are sent home from the pre-school for them to read with their child. Recently, parents have been asked to help their child collect leaves, conkers, bark or twigs that interest them and bring them into pre-school.

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

The environment is bright, spacious, welcoming, well organised and clean with a wide range of resources accessible to children. Outdoors, the children have the opportunity to risk assess themselves and experience challenge when they lift and manoeuvre car tyres and climb up the climbing frame rock face wall. Children make suitable use of portable equipment outside, such as trikes, the seesaw and scooter. These resources help them to develop their physical skills. There are opportunities for children to participate in imaginative play outside, such as building a shelter with bottle crates. Children learn about force and motion, when they play with the small world cars in the sloped guttering chutes. Trips to the local park provide opportunities for them to see, hear and touch things and experience physical challenge that they might not otherwise explore beyond the home or pre-school.

Children put on their own aprons and wash and dry their hands independently. Snacks provided for the children are nutritious and consists of fresh fruit with milk to drink. Parents can choose to provide a packed lunch for their child or have a nutritious school dinner provided by the local primary school. Practitioners encourage the children to make healthy choices by giving them a choice of salad before their meal. Children are encouraged to be independent, they cut their own fruit, pour their own drinks and serve their own food from the serving dish onto their own plate. Practitioners are at hand to offer support, if necessary and praise children's efforts. However, practitioners do not sit with the children at lunchtime and as a result, opportunities are missed to develop children's social interaction and skills. Most practitioners have completed food safety training and this ensures that the food served to children is safe to eat. Children learn about keeping themselves safe as they regularly practise the fire drill.

There is a relaxed and happy atmosphere within the pre-school. Parents make comments, such as 'my child has become more confident because of attending the pre-school'. Children receive a nice warm welcome, helping them to settle more easily when they arrive. They forge trusting and caring relationships with key persons, promoting a sense of emotional security. Practitioners are suitable role models, who put the children's needs

and interests first and are approachable and friendly. Children's behaviour is good and their actions show they are aware of the pre-school's rules and behaviour boundaries. For example, children do not run around indoors and know that they are expected to take turns and share. Practitioners encourage children to show care and consideration for others and use appropriate manners, such as 'yes please' and 'no thank you'.

There are resources in the nursery that reflect positive images of diversity and a colourful, inviting sign depicting 'welcome' in a number of different languages displayed in the foyer. This encourages children to respect and value different cultures and lifestyles. The pre-school strengthens the positive impressions children have of their own cultures and faiths and those of others in their community, by sharing and celebrating a range of practices and special events, such as Eid and Diwali.

Each key person has a daily group diary to record relevant information, which practitioners can refer to on handover with a parent and to alert other practitioners when children receive wrap around care at the other setting. This ensures children individual needs are met and keeps parents and practitioners informed. The pre-school has made a reasonable start preparing children for the move to school. For example, reception teachers are encouraged to visit the children and meet with their current key person to discuss the children's preferred learning styles and personalities. In some cases, the key person accompanies the parent and child to the school taster day, providing additional support to the parent and child aiding a smooth transition.

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

The management team demonstrate a, generally, suitable understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. However, the provider has not notified Ofsted of any changes to the individuals, who are directors of the company providing the childcare, as required by the Statutory framework for the Early Years Foundation Stage. This is also a breach of the compulsory part of the Childcare Register. Although, the directors do not have close and unsupervised contact with children, children's safety is compromised. Ofsted are not taking any action as they are satisfied that the provider now understands the importance of notifying Ofsted of changes. All practitioners in the pre-school are appropriately vetted and suitable recruitment procedures are in place to ensure children's safety. There is an adequate staff induction pack, which covers the procedures for emergency evacuation, health and safety and lists important documents, including the pre-school's policies new practitioners are expected to read. There is a suitable supervision policy. The manager provides supervision for all practitioners and they are expected to disclose any convictions, cautions, court orders, reprimands or warnings, which may affect their suitability to work with children. Staff deployment is effective ensuring children have adequate supervision. Parents' comment on the high staff to child ratios within the pre-school. This helps to ensure children's individual needs are met. There is a photographic display in the foyer of all practitioners, detailing their names, roles and their qualifications, which helps keep parents informed of the management structure and deployment in the pre-school.

The management team monitor the educational programme appropriately, ensuring it offers depth and breadth across the seven areas of learning. There is some monitoring of the planning and assessment, but it is not rigorous enough, leaving gaps in the process and the potential for some individual children's learning needs to not be fully met. Practitioners are invited to attend regular team meetings, yearly professional development days and the pre-school's Annual General Meeting. This provides opportunities for practitioners to give their views. A self-evaluation system has been implemented with input from the management team and practitioners. Strengths and some weaknesses have been identified and an improvement plan is in place, which means that children's progress is appropriately supported over time.

The risk assessments are up to date and adequate. There is a comprehensive up-to-date safeguarding policy in place and practitioners are aware of the procedure they must follow and who to contact if they have concerns that a child is suffering from abuse. The policy includes an explanation of the action to be taken in the event of an allegation made against a member of staff. The pre-school has a mobile telephone and camera use procedure. There is a poster on the front door and an article in the parent newsletter prohibiting the use of mobile telephones in the pre-school. As a result, children's safety assured.

This is a well-qualified practitioner group as most hold an early years qualification. The pre-school takes advantage of the local authority training for continued professional development. As a result, practitioners are better prepared to improve learning outcomes for children. The pre-school has developed links with other professionals, such as speech therapists, local schools and local authority workers, to ensure children's needs are met. Children and families benefit from the friendly relationships that exist between practitioners and parents and the foyer has a wealth of information for parents. Parents receive regular newsletters to remind them of events, which are happening and dates to remember. Verbal communication is used by practitioners on a daily basis to support sharing of information.

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	Met

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

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory 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

Unique reference number	208271
Local authority	Telford & Wrekin
Inspection number	938311
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	27
Name of provider	Hadley Under and Over 5's Ltd
Date of previous inspection	17/02/2009
Telephone number	01952 402 026

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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.

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