

# Hope for Children and their Families

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

<b>Inspection date</b>	08/07/2013
Previous inspection date	23/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Some staff have failed to ensure that they correctly follow safeguarding policies and procedures in line with their roles and responsibilities. As a result, they have not consistently kept children safe.
- Monitoring of staff has been ineffective and has resulted in inconsistent practice from some staff. This has compromised children's well-being and meant their individual needs have not always been met.
- Supervision of staff has not always been thorough and robust. Therefore staff have not been confident to follow whistle-blowing procedures and report inappropriate behaviour displayed by other members of staff. This means that children's safety and well-being has been compromised.

### It has the following strengths

- Staff follow the ideas and interests that children are thinking about, building on these and suggesting further challenges so that children become deeply involved in an activity. Staff use language to describe what children are doing and also use signing so that all children are included.
- Children's progress is tracked extremely well to identify any gaps in their learning. Feedback is also obtained from reception class teachers once children start school.

Nursery staff use the information to revise and review planning so that they can fully support and promote all areas of children's learning consistently.

## 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 had discussions with the manager, management team, teacher, staff and children.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector had a tour of the nursery.
- The inspector observed activities in the nursery playrooms and the outside learning environment.
- The inspector looked at children's assessment records, planning documentation, policies and procedures, daily registers and the complaints log.
- The inspector observed children having meals and snacks.

## Inspector

Sally Smith

## **Full Report**

### **Information about the setting**

H.O.P.E For Children and Their Families is a committee-run group that was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from several rooms within the Hope Family Centre in Bromyard, Herefordshire. There is an enclosed area available for outdoor play. The building has ease of access, with toilet facilities located on the ground floor. The setting serves the local area.

The setting is open Monday to Friday from 9am to 3.30pm for 50 weeks of the year. Children attend for a variety of sessions. There are currently 70 children on roll, all of whom are in the early years age range. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs 13 members of staff, all of whom are qualified at level 2 and 3. Two members of staff have a degree in Early Childhood Studies and hold Early Years Professional Status. One member of staff is working towards a degree.

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

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

- ensure that all staff, including senior staff, consolidate their updated knowledge and understanding about their roles and responsibilities, and consistently follow safeguarding policies and procedures so that children's safety and well-being is effectively promoted
- ensure that the recently updated systems for the monitoring of staff practice are effective so that the individual needs of each child are consistently met
- monitor the robustness of the newly introduced systems to foster mutual support, effective team work and continuous improvement through effective staff supervision to ensure that staff feel confident to discuss sensitive issues and are able to promote the interests of the children.

## Inspection judgements

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

Children make good progress in all areas of their learning and development. They are eager to explore and learn as each room is welcoming and attractively laid out, with a range of resources for them to choose from. Teaching is effective because staff know the children and their families well and use this information to plan individual learning for each child. As a result, activities are engaging, interesting and open-ended. Planning is finely-tuned to each child's learning styles and preferences, while being flexible to take account of children's particular interests at any given time. For example, a child in the pre-school room arrives at the setting and is upset, as he would rather be at the seaside. Staff quickly respond to this, immediately transforming the outdoor area into a beach. Planning is continually revised as staff use 'mind-maps' to record information for each child as their emerging interests unfold. They observe, listen and then add to the planning as they consider how further challenges and ideas will extend children's interests. Children's progress is routinely checked and this continues after they leave and go to school. Staff liaise with reception class teachers to identify any particular gaps in children's knowledge so that they can target their teaching more specifically within the setting. The setting works closely with parents. Information is sought at the start of the placement and discussions continue to be ongoing once children are settled into setting life. Regular 'Learning Journey Days' provide a two-way flow of dialogue between the setting and home so that they work together in supporting children's learning and development.

Children's interests and abilities are built upon as adults actively play alongside them, without directing or taking over. Staff encourage children to dictate the course of their play but are on hand to stimulate children's interests through shared attention. They follow children's thought processes, talking through what children are doing and the strategies used to achieve tasks. This encourages children to test out a variety of ideas so that they think more deeply and find different ways of solving problems. They extend children's knowledge through effective questioning and use language to help children connect their ideas. This helps to promote children's communication well, particularly their speaking skills. For example, a child decides that the beach is a king and queen's walkway. He places chairs at the end as thrones. Staff support him into his world of imagination and make-believe, which continues throughout the day. Careful and subtle use of prompts from staff, means that all areas of learning are covered most effectively. Firstly, crowns are designed and made. Free access to the art and craft materials enables children to use resources creatively and brightly coloured sweet papers are used as jewels. Children choose how many they need for decoration and staff ask them to count these out. They match numerals to the quantity of papers correctly but work out that they only have nine jewels, when they want 10. With the help of staff and using their fingers to represent numbers, children work out that they need one more. They use glue spreaders, competently scraping off excess glue on the side of the pot before carefully attaching the jewels to their crown. In doing so, they learn how to use one-handed tools with increasing control. They design castles and make 'treasure maps', so that visitors can find them. This helps to promote their understanding of the world as they talk about similarities and differences in relation to buildings, places, real and imaginary landscapes. Babies'

awareness of the world around them is also promoted as they peer out of low-level windows with interest. They observe cars, delivery vehicles, parents and visitors as they come and go. Staff sit alongside and respond as babies point, gesture and babble. At times, babies and young children mix with older children and engage in activities together. This enables them to see people and everyday life beyond the baby room.

Children move equipment and resources around, for example, they collect large stones and pebbles in bags and place these in containers, developing early concepts of quantity and measure. Flat areas for wheeled toys and prams, along with hilly mounds and slopes mean children use a variety of physical skills, such as running, rolling and pushing. All children have access to their own garden area and even the babies enjoy the sensory experiences that planting and digging provides. Grandparents come in to the nursery to support children and staff in growing a variety of fruit and vegetables from seed. This helps children to value different family members and the experiences that older members in their community can offer. Children use wheelbarrows to transport compost to the raised beds, developing their physical skills as they carefully balance these and negotiate various obstacles as they go backwards and forwards. Children observe how a piece of cucumber left in a jar of water, changes over time. They discuss and record their observations. This helps children learn about growth and decay. Good use is made of information and communication technology to broaden children's awareness in all areas of learning. For example, a bird box in the garden is installed with a camera, enabling children to learn about life-cycles. They watch in awe and wonder as eggs hatch, grow and then fledge. Children also over a period of time, learn how to use a camera successfully to take their own pictures.

Children develop their understanding of spoken and written language well. The use of signs and symbols, choice boards, visual timetables and sign-language, helps all children including those who have special educational needs and/or disabilities to feel included and valued. Personalised books for each child, including photographs of family members and significant people in their lives, helps babies and children to feel a sense of belonging and reassured. Lift-the-flap books enable babies and young children to explore different sounds and textures. Babies enjoy cuddling up to staff as they look at the pictures on the page. Older children listen keenly as staff use voice intonation which helps to maintain their interest. Children make up imaginative stories, pictures and poems as staff record these and then make them into a book. They demonstrate their understanding of rhyme as they talk about 'Buzz a bee, having a flea', and 'rocket and socket'. In another book a child draws a ladder and says, 'it's to rescue people'. Staff recognise that effective communication with children is key and have attended numerous training courses to support children's speech and language development. A recent project has been a huge success in promoting positive male role models within the home environment and helping them to recognise the importance of reading to their child. The setting provides a lending scheme, whereby children can take books home to share. This helps to develop children's interest in books and prepare them very well for their future learning at school. Group times enable children to take turns in speaking and listening and recap on the learning that has taken place. For example, children talk about their seaside theme, what they need to take to the beach and what they see there.

Children show a good awareness of early writing skills as they use resources, such as

chalks, sand, brushes, paint, twigs and mud to make marks, indoors and outdoors. Many children are able to identify their own name and older children self-register. Some children are now able to write their own name. Babies are encouraged to feel and explore different media while playing with sand, paint or compost. Initially, they use both hands and fingers to investigate, gradually developing more control as they use a pincer grip. This helps them to develop small muscle skills as they make marks and develop some of the skills required for later writing. Overall, children develop a happy, confident disposition and a positive approach to their play and learning. They are well-equipped with the necessary skills required for their future school life.

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

Recent incidents regarding inappropriate feeding methods and strategies used to prevent a child from sucking their thumb means that some of the needs of these children were not being met. Since then, staff have acted completely appropriately and this is no longer the case. They, along with the management team, have worked very quickly to resolve the poor practice observed. Children are assigned a key member of staff who builds close bonds with them. This ensures that children feel safe and secure and settle into the setting routine. Information is shared between the home and setting so that there is consistency in the approach to all aspects of children's care, routines and ongoing development. This enables the key person to tune into, and respond to children's feelings, behaviour and ideas and ensure that the transition to the setting runs smoothly.

Children demonstrate a clear recognition of following good personal hygiene through established and well-practised routines. They wash hands and attend to their own care needs, with sensitive support when necessary from staff. They help themselves to tissues to wipe their nose and place their hands over their mouths when coughing or sneezing. They know that this is to stop germs from spreading. Meal times are social occasions where staff and children sit together. Parents choose whether children eat nursery meals or have a packed lunch. Meals are freshly prepared with a colourful range of fruit and vegetables to promote the healthy eating ethos within the nursery. Letters and information sheets are sent to parents regarding suitable contents for lunch boxes so that the healthy eating message is not compromised in any way. Children taste the fruit and vegetables they grow and other food tasting activities further develops their taste buds and helps to promote a positive attitude to new food experiences. Younger children sit in high-chairs and enjoy a variety of different textured food according to their individual needs, while staff sit alongside. In light of recent incidents, staff are due to receive training from the health team, to enable them to develop a clear understanding of feeding methods. Children enjoy physical exercise both indoors and outdoors. They have a range of equipment that tests their skills in balancing, climbing and using different muscle skills to develop their coordination. All children play outside regularly so that they have plenty of fresh air. Regular discussions promote the importance of being active and the health benefits that exercise provides.

Behaviour and safety are good because children are purposefully engaged and there is no time to be bored. Activities and resources are stimulating and matched to children's individual needs. For example, several children like cars and other vehicles. Therefore, a

transport theme is used to engage their interest in different ways, such as grouping, sorting and counting cars to promote their understanding of numbers. There are plenty of toys and resources to go round which reduces conflict, particularly where younger children are concerned. Older children gradually learn to share and take turns. Staff demonstrate a sound understanding of appropriate behaviour management strategies according to the child's age and level of understanding. For example, they use distraction, diversion and discussion to ensure all children are happy and involved in something they enjoy.

Older children are reminded of the setting rules when appropriate and learn that these are often in place to keep them safe. Children quickly learn what is expected of them, for example, they help to tidy away their toys. The 'helper of the day' provides children with additional responsibilities, such as preparing the tables for meals and giving out cups and plates. Children learn to care for each other and a friendship board highlights the positive relationships they make. Staff ensure that all children have friends and feel included. A friendship seat in the pre-school room provides a place to go when children feel lonely or sad. Other children and staff sit alongside to offer comfort and support, helping all children to recognise that it is acceptable to express feelings and emotions and these will be responded to with kindness. Older children's personal and social development is fostered as staff encourage them to focus on the weekly challenge involving the acquisition of different life skills. For example, this may entail putting on their coat and shoes or managing self-care needs competently. This helps to prepare them for their future learning. Children know that staff are there to help if needed, so that they can build up their confidence and take pride in their achievements when successfully completing a task.

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

The inspection took place following notification of an incident. Staff had failed to report concerns regarding a more senior member of staff's practice. This was in relation to feeding methods and practices to discourage a child from sucking their thumb. During a conversation with this member of staff, these concerns were discussed, but she did not follow the correct safeguarding procedures and senior managers were not aware of the incidents until several weeks later. On receipt of the information, the senior management team manager acted swiftly and responsibly; Ofsted were immediately notified and following their safeguarding procedures, the setting also informed the Local Authority Designated Officer (LADO). The member of staff was treated in accordance with employment law procedures and the LADO asked the setting to carry out an internal investigation. Parents of the children concerned were also notified. However, at the time of the incident, the management team failed to ensure that staff were confident in implementing the setting's whistle-blowing policy and reporting issues of a sensitive nature. Supervision sessions were not effective in ensuring that staff were equipped with the necessary skills or support in being able to challenge more senior members of staff with regards to poor practice. As a result, children's safety and well-being was compromised.

The subsequent investigation has been thorough and robust. The manager demonstrates

a strong determination to get things right and get 'back on track'. The management team have re-evaluated all aspects of the setting as a result of this incident, to see what lessons can be learnt. As a result of interviews, observations and discussions with staff, an action plan was put in place and continues to be implemented. This includes increased monitoring, the introduction of peer observations and future plans for a termly forum to provide staff with opportunities to share good practice and identify any areas for improvement. All staff have attended three-day refresher safeguarding training, whereby whistle-blowing procedures were covered in significant detail. Discussions during the inspection with staff demonstrate that they have a sound understanding of safeguarding children and protecting them from harm. They claim that they are now confident in using the correct channels to voice any future concerns. All staff recognise their responsibility in ensuring that their colleagues behave professionally and responsibly at all times. An external, independent advisor has been appointed to advise the setting on handling incidents and best practice. The management team are keen to further develop the programme for professional development to ensure that staff consistently fulfil their roles and responsibilities in all areas of their practice. They acknowledge that staff were not confident in reporting concerns, particularly relating to a more senior member of staff. Training has been identified to support staff in making constructive challenges. Policies and procedures are continually re-visited with staff but these have been reviewed further. For example, induction procedures have been amended to ensure that safeguarding is given even greater priority. The setting has also explored how parents can access independent support while any investigation takes place, although they intend to ensure that no such incident ever occurs again. However, there has been too little time to ensure these initiatives are fully embedded or to fully assess the impact these have had on improving the quality and care for all children.

The senior management team have increased supervision sessions with all staff and these, along with regular staff meetings ensure that safeguarding procedures are given a high profile. Staff are aware of the signs and symptoms of abuse and their duty to report any concerns. Parents are made fully aware of the setting's and their own responsibility, in protecting children from harm. Ratios are adhered to and staff are effectively deployed at all times to meet children's individual needs. Staff are vigilant in identifying and assessing potential risk and taking effective steps to prevent accidents happening wherever possible. Staff demonstrate that they are fully committed to the safety of children at all times, while still allowing them the freedom to discover their environment. This means that children learn to take responsibility for their own safety. The setting acts responsibly and all staff are subject to thorough checks to determine their suitability to work with children. Rigorous vetting procedures ensure that staff qualifications, Disclosure and Barring Service checks and references are obtained. Information from these observations is used to make sure that staff take responsibility for improving any areas of their practice, which contributes to expected improvements in children's learning and development. The setting is very proactive in engaging with other early years settings and professionals for the benefit of children in the community. Close links are established with speech therapists, physiotherapists, social workers and inclusion officers so that children are fully supported in all aspects of their care and learning. In addition, various sessions are planned for parents whereby they can observe staff and learn about the value of free-play, planned activities and books in supporting children's development. The manager has worked hard in setting up partnership meetings with all providers in the local area and has cascaded

practice to other settings. This helps to ensure that children feel fully supported, safe and secure.

### **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:**

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (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>	EY333183
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	925825
<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>	70
<b>Name of provider</b>	H.O.P.E for Children and Their Families
<b>Date of previous inspection</b>	23/02/2009
<b>Telephone number</b>	01885 488495

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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