

Hartsholme Day Care Centre and Out of School Club

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

Inspection date	28/03/2014
Previous inspection date	14/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in their learning and development based on their age and abilities. Staff provide many exciting activities and learning experiences for children, which support their development in all areas of learning.
- Children are confident and happy in this nursery. Their personal, social and emotional development is fostered well by the kind and caring staff.
- Children are safeguarded as staff are alert to the signs and symptoms of abuse and neglect and take action where necessary to protect the children in their care. Close partnerships between the nursery and social workers ensure children are kept safe.
- The manager and staff team work closely together and are effective at identifying areas for improvement. They are a professional and dedicated team who are committed to the well-being and education of children in their care.

It is not yet outstanding because

- There is capacity to enhance the partnerships with parents and carers further to continually improve outcomes for children.
- There is scope to consider further the organisation of snack time to build on good hygiene practices further and to ensure that all children are fully supported.

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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and head of childcare for 4Children.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

Hartsholme Day Care Centre and Out of School Club was registered in 2011 and is managed by the national children's charity 4Children. It operates from two separate rooms within Hartsholme Academy in Lincoln, Lincolnshire. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday, all year round from 7.30am until 6pm except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two main rooms and both rooms have access to fully enclosed areas for outdoor play and the nursery also has access to the academy's grounds. There are currently 94 children on roll, 60 of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently nine staff working directly with children, all of whom have an appropriate early years qualification. The manager has a level 4 qualification and is working towards a childcare degree. A member of staff has a childcare degree and another member of staff is also working towards a childcare degree. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the partnerships with parents and carers further to fully involve them in all aspects of their children's care and education and share information about how they can support their children's health and development at home

- improve the organisation of snack time to ensure all children are fully supported and to further promote good hygiene practices, particularly regarding hand washing and the sharing of cutlery.

Inspection judgements

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

Children are making good progress in their learning and development based on their age and stage of development and their abilities. Staff plan interesting and exciting activities for children which cover all areas of learning. They observe and assess children's progress to ensure they are supported well. Staff are good teachers who use their knowledge and understanding of child development and how young children learn to plan and provide an enabling environment for the children to explore. Staff track children to ensure they are making as much progress as possible and are sufficiently focussed on the prime areas of

learning as they understand that these are essential foundations from which children learn. Children are confident learners. They are purposeful in their play and enjoy the wide range of learning experiences on offer. When they arrive at nursery they are eager to come in and explore. Staff settle children with a welcome time where they sing 'hello' to everybody and have a discussion to see how everyone is feeling. This helps children to settle well and makes them feel welcome and at home. Children display the characteristics of effective learning when they are at nursery. They play with the good range of available resources and explore the environment. They are keen to have a go at new activities and staff are on hand to support them. Children persevere at activities. They are active learners. For example, a group of children become absorbed in a messy mark-making activity where they use their hands and fingers to make marks and patterns in baby lotion. They explore the texture and smell of the baby lotion and staff support their critical thinking skills to develop by asking open-ended questions. Children's ideas are valued and when they decide to play with the baby lotion in a different way by splatting their hands together they are not discouraged. They are excited to feel the baby lotion splat between their hands and splash on their faces.

Children's communication and language skills are supported well. Staff encourage them to use their emerging language and help them to listen and pay attention. Staff introduce new language and concepts and this supports children's understanding. Children are encouraged to talk as staff give them time to respond to questions and encourage them to think for themselves. Children's early literacy skills are promoted well. They have many different opportunities to make marks and practice their writing skills. They enjoy reading books independently and when staff read to them they make the stories interesting, which helps children to engage and concentrate. For example, children listen carefully to a story about a giant in the 2-3's room. They have heard the story before and are good at remembering what will happen next. Staff involve children in the story by asking them questions and this supports their understanding. When staff ask the children if they can find the fox they confidently point him out and then go and find the laminated picture of the fox from another part of the room. Staff praise them for being so clever and this boosts their self-esteem. Children learn about technology as they independently use the camera. They go around the room deciding what they would like to photograph and staff extend their learning by asking them to press the small button, which they have to identify. Children's mathematical problem-solving skills are supported as they make a large number floor puzzle. They are proud of themselves when they complete the puzzle and recognise all the numbers and staff praise them highly. Children in the 2-3's room become so excited when they discover a ladybird outside on the steps. Staff share this excitement and they observe the ladybird together in awe and wonder. Children learn how to care for creatures as the ladybird crawls across their hands and the staff remind them to be very gentle. A discussion develops as children and staff wonder where the ladybird's home is. They decide he comes from a tree at the side of the field and set off to ensure he gets safely home. Children are learning about nature and staff skilfully make this learning experience rich. Children benefit from learning that is tailored to their interests and staff are good at being flexible when children show new and different interests. For example, children who are very interested in cars enjoy a spontaneous activity where staff get a bamboo drainpipe from the outside area and bring it inside. The children send their cars whizzing down the drainpipe into the car garage and spend a great deal of time doing this as they are engaged and interested. They are enjoying themselves and learning through

play as staff incorporate mathematical language and encourage children to describe what is happening, which promotes their language development.

Children with special educational needs are well supported because staff aim to meet every child's individual needs to a high standard. Staff have received training to support them in their role and liaise closely with external professionals such as speech and language therapists and the local authority advisors. Children for whom English is an additional language and their parents are well supported. Staff focus on promoting children's English language development whilst at the same time valuing their home language. Parents appreciate some of their children's learning records being translated for them. Children are supported well for the move from nursery to school. Close links have been formed between the nursery and school staff and information is shared to ensure children settle in to school as easily as possible when the time comes. Staff receive the school's planning and they incorporate this into their own planning as much as possible so children's learning is consistent and reinforced. Staff work in close partnership with parents and carers regarding their children's education. They regularly share information about children's progress with parents and parents' evenings are effective in giving parents the chance to discuss their children's progress in more depth. However, there is scope to enhance their partnerships with parents further by giving them more guidance on how they can support their children's progress at home.

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

Children's personal, social and emotional development is fostered well in this nursery. Staff spend time getting to know each child as an individual so they can meet their needs. Children form close bonds with their key person and other staff, which fosters children's sense of security. Children, parents and visitors are given a warm welcome and this contributes to the happy feel of the nursery. Children feel like they belong as staff involve them in everything they are doing and they feel valued because staff compliment them and praise anything they create. Children's behaviour is good. They understand the rules and routines of the nursery and staff reinforce these with regular reminders. Staff are good role models regarding behaviour as they encourage manners and kindness. Children respect the environment and resources and each other. Any incidents of negative behaviour are swiftly dealt with by staff in a kind and caring way to all involved. Children are reminded not to hurt their friends and are praised when they apologise and have a cuddle to make up. Staff have recently benefitted from some in-house training on behaviour management, which was delivered by the manager. This has helped them to enhance their practice further. Children are independent and confident and this is encouraged by staff who constantly praise their achievements, which boosts their self-esteem. Staff work closely with parents regarding children's care and respect their wishes and home routines. Parents comment very positively on the nursery and how the staff care for their children very well. There is room to enhance these partnerships even further by providing parents with more information and support around healthy lifestyles.

Children's dietary health is well promoted as they are offered healthy snacks, such as, various fruits and crackers. Some children enjoy a hot meal provided through the school, which is healthy and nutritious. They enjoy a good portion of chicken, vegetables and

potatoes and are encouraged to decide how much they would like as they are served from dishes. This allows children to choose more of the foods they prefer and staff encourage healthy choices. Other children enjoy their packed lunches and parents are encouraged to provide healthy options. Staff give them ideas for alternatives to foods to those which are high in fat and sugar. Staff know that more could be done to improve children's nutrition and have plans in place to support parents further. At snack time children are encouraged to be independent. They pour their own drinks and butter their crackers, which supports their physical development and awareness of their own health and diet. However, snack time is not always effective in meeting all children's needs. Children sometimes need support with spreading their butter. Some cannot spread enough and others spread too much and because a member of staff is not always at the snack table these things sometimes get missed. Occasionally, staff do not notice that children have not washed their hands or have licked cutlery that could be used by another child. There is scope to improve the organisation of snack time to fully promote good hygiene practices.

Children learn about taking risks and keeping themselves and others safe as they are encouraged not to run inside. When outside they confidently climb the large apparatus and run up and down the hill. Staff remind them to be careful and so they are learning to identify risks and know their limitations. Children's physical development is well supported. Children have daily opportunities for fresh air and exercise in the nursery's outside areas and the wider school grounds. Children in the 2-3's room thoroughly enjoy the time they spend outside, rolling and running up and down the steep hill. They are free to explore the large area and the many physical opportunities available. For example, they climb ladders, cross rope bridges and whizz down the slide. They are learning to move their bodies in many different ways as they shuffle down the hill on their bottoms and roll down with the support of staff. Staff get fully involved with this physical play and this is a happy time where children laugh and giggle. Children roll balls to each other and staff. They step through tyres, which supports their coordination. Children in the pre-school room freely use their outdoor area throughout the session and enjoy exploring the puddles that have been left by heavy rain. They wear waterproof suits, which enable them to jump and splash in the puddles to their hearts content. They also enjoy a nature walk around the school grounds. These many outside areas provide children and staff with multiple options on how they play outside and this supports children's development well. Staff have exciting plans in place to enhance the quality of the outdoor space still further.

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

Leadership and management are good. The manager and staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are safeguarded as all staff are aware of the signs and symptoms of abuse and neglect and know what to do if they are concerned about a child in their care. Staff receive regular safeguarding training and they regularly discuss the protection of children during their staff meetings to ensure they keep it in the forefront of their minds. The manager has developed good partnerships with social workers and the sharing of information ensures all children are safeguarded effectively. Robust recruitment and vetting procedures help ensure all staff are suitable to

work with children and embedded systems for ongoing suitability checks enhance this further. For example, it is company policy for all staff to undergo a Disclosure and Barring Service check every two years. Children are kept safe due to the combination of risk assessments and staff's vigilant supervision and careful deployment. The premises are secure and staff ensure they check the identification of all visitors before allowing them entry. The comprehensive range of policies and procedures that are in place underpin practice and form a good reference point for staff. Required record are all in place and the system for dealing with complaints ensure that accurate records are maintained and that concerns are dealt with appropriately.

The manager has support from her line manager and a support team from 4Children. She also makes good use of support from her local authority advisor. This abundance of support has resulted in good progress being made since the last inspection. The action and recommendations that were raised have been addressed effectively. The manager works closely with her staff team and the result is a productive working environment where areas for improvement are identified and are acted on. The systems of self-evaluation are effective in identifying any areas for improvement and the manager and staff are good at reflecting on their practice to ensure it continues to develop. Staff track their key children's progress and the manager analyses these assessments regularly to ensure all children are making good progress based on their starting points and abilities. The manager also conducts regular observations of staff's teaching practice and monitors the educational programmes which ensures high standards. Staff have regular supervision and support meetings with the manager where clear action points are set. This gives staff the focus and support they need. Previously the manager was counted in ratios and this resulted in her being unable to effectively monitor and track children's progress and support staff. This has been addressed and the manager is now supernumerary for the majority of time, which enables her to effectively lead and manage the nursery.

There is a commitment to regular training to support staff in their roles. Continuous professional development is encouraged and there are currently two members of staff working towards childcare degrees. All staff are qualified and the high level of qualifications and training are having a positive impact on children's care and education as the quality of teaching is good. Partnerships with parents and carers are good, although there is scope to enhance them to improve outcomes for children further. The manager and staff work well with others. For example, schools, Children's Centre, health professionals, social workers and the local authority. These partnerships are effective in meeting the needs of the children and families the nursery serve. Staff are professional and dedicated practitioners who prioritise children's well-being. They work closely together and with parents to continually improve outcomes for children. They have high expectations of themselves and a strong drive for improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY436798
Local authority	Lincolnshire
Inspection number	966106
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	94
Name of provider	4 Children
Date of previous inspection	14/06/2013
Telephone number	01132427050

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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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