

Hope Early Years Centre

Hope School, Kelvin Grove, Wigan, Lancashire, WN3 6SP



Inspection date

1 June 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Many elements of practice within the setting are inspirational. The majority of staff are very highly qualified and use their qualification, experience and expertise to an excellent degree for both children's care and learning.
- The quality of teaching is outstanding. An astute assessment and planning process is very effectively used to target support for every child's individual needs.
- Children's achievement is excellent. Staff use expert strategies to support the development of children's social, physical and communication skills. This means that they are very well prepared for the next stage in their education.
- The learning environment is expertly planned and resourced both inside and outside. As a result, children follow through their own interests and thinking, and they become active, well-motivated learners.
- Outstanding care and support for individuals are reflected in children's excellent sense of security and their impeccable behaviour.
- Staff work extremely closely with parents and other professionals. They work seamlessly together to ensure every child gets the support they need.
- Transitions are uniquely tailored to meet the needs of every child and family. Consequently, children are fabulously supported both in the centre and through the nursery, ready for their move to other settings.
- Managers and lead staff rigorously check teaching and its impact on learning. They make well-informed changes and continually develop activities, equipment and the environment to meet the needs of the children they care for. Consequently, the provision is outstanding.

What the setting needs to do to improve further

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

- enhance the opportunities to enable every staff member to achieve the highest levels of expertise in order to maintain an outstanding impact on children's learning.

Inspection activities

- The inspector observed activities in the three main areas used by the nursery and in the outdoor area.
- The inspector spoke to members of staff and children. She spoke with two sets of parents and gained the views of others using the nursery's own parent questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including assessment data, planning, staff qualifications and training.
- The inspector held meetings with the manager of the early years provision, lead nursery teachers, the head teacher and a local adviser.

Inspector

Angela Rowley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff provide children with a rich range of relevant experiences with the development of communication and language at the core. The use of sign language, picture symbols and visual software are highly successful in promoting all children's understanding. Story-telling, using tactile and other props, is exceptionally well delivered and highly effective in supporting high levels of engagement. Leaders rigorously evaluate patterns in their assessments of children's progress and swiftly tackle any emerging issues. They recently introduced targeted activity groups to specifically support children at different levels of development. This is already having a significant impact on the speed of children's progress. All staff skilfully adapt activities, using the things that interest children to support their learning. They also enhance the learning environment to an outstanding level. For instance, children freely access a wide range of equipment which they combine and use in imaginative ways to investigate and extend their ideas. This creates the best conditions to support the deep-level thinking needed to sustain their excellent progress.

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

Children thrive in this calm and exceptionally supportive setting. Right from the start they learn through the consistent use of routine, visual cues and the sensitive support of adults. Their behaviour is impeccable. Staff use their expertise to help children understand what is expected of them. Staff swiftly manage potential challenges and very positively reinforce wanted behaviour. High numbers of staff care for the children. This helps them develop very strong relationships with children, who develop a strong sense of security. This gives children an excellent base from which they feel safe to take risks, try things out and become independent learners. Staff's high expectations result in children developing incredible levels of self-care. From a very early stage children start to serve themselves at mealtimes and dress or undress themselves. By the time they are in pre-school, they sit in groups and begin to put their hands up respectfully as they wait for a turn to speak.

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

There is excellent integration of early years provision with the maintained nursery and school for children with special educational needs and disabilities. This provides all children with excellent opportunities to learn from and understand the needs of others. Early years staff benefit significantly from the vast experience and expertise of school teaching staff, who work alongside them. High-quality training for many staff in using support strategies, particularly around safeguarding, behaviour and communication, ensure that all staff have relevant skills. Some staff also play a lead role in sharing expert practice with other settings. Not all staff, however, benefit from the same access to training to extend levels of expertise across the setting in order to maintain an outstanding impact on children in the long term. Safeguarding practice is very strong. Staff use their excellent partnerships with other professionals to ensure children get the levels of support they need while in the setting and also in readiness for their move to school.

Setting details

Unique reference number	322987
Local authority	Wigan
Inspection number	847855
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	72
Name of provider	Hope School Governing Body
Date of previous inspection	Not applicable
Telephone number	01942 824 150

Hope Early Years Centre was registered in 1998. It offers early years provision which is fully integrated with the maintained nursery provision within Hope School. The centre employs 14 members of childcare staff. All staff hold appropriate early years qualifications, with over half at degree level or with Qualified Teacher Status or Early Years Professional Status. The centre opens from Monday to Friday all year round. It opens from 7.45am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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