

Hummersea Primary School Childcare

Hummersea Primary School, Westfield Way, Loftus, SALTBURN-BY-THE-SEA, Cleveland, TS13 4XD

Inspection date	20/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- All children are motivated to learn and are making individual progress in their learning because staff tailor activities to meet children's individual needs and incorporate their interests.
- Children are developing the ability to concentrate for sustained periods of time because staff allow them time to explore and learn at their own individual pace.
- Children are developing good communication and language skills because staff plan a variety of activities to enable children to express themselves clearly.
- Staff manage children's behaviour very well. Consequently, children are learning what is acceptable behaviour, and the rules and boundaries within the setting.
- A strong culture of teamwork has been fostered within the setting. Consequently, staff provide children with a safe and stimulating environment and high quality teaching.

It is not yet outstanding because

- There is scope to extend opportunities for children to develop their literacy skills outdoors.
- Opportunities to enhance parents' understanding of what their children are learning are not always fully maximised.

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.

Inspection activities

- The inspector observed children in the base room and in the outdoor area.
- The inspector completed a joint observation with the head teacher of the school.
- The inspector held meetings with the head teacher, staff and three parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and parental comments in children's development files.

Inspector

Laura Hoyland

Full report

Information about the setting

Hummersea Primary School Childcare was registered in 2013 on the Early Years Register. It is situated in Hummersea Primary School in Loftus, Saltburn-by-the-Sea in Cleveland. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, term time only and sessions are from 8.45am until 11.45am. There are currently eight children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-year-old children.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their early literacy skills outdoors by providing a wider range of tools and print to encourage writing
- enhance the already good communication with parents by providing more detailed information on the Early Years Foundation Stage.

Inspection judgements

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

Staff understand each child's individual needs, background and how to support them to make continually good progress. This is because all staff have a very good understanding of how children learn and develop and they spend time getting to know each child and their starting points. Careful planning and assessment means that all children are supported well in all aspects of learning and development. Staff have a thorough understanding of each child's interests and use this information to purchase resources and set up activities that will inspire the children and make their learning enjoyable. This means activities and learning opportunities are provided for children, which keep them engaged and motivated to learn. Furthermore, the tracking of children's progress enables staff to quickly identify any emerging gaps and promptly close them.

The quality of teaching is of a high standard and staff truly understand that children respond to teaching and learning in different ways. For example, staff role model how to create leaf rubbings and discuss the process with a child to support their understanding. This direct teaching on a one-to-one basis allows the child to ask questions and be

supported to develop their understanding of the world. Another child is left to explore boxes, glitter and mirrors alone before staff begin to extend their learning through using a range of open-ended questions. These different types of teaching mean that children develop skills in a variety of ways and while supported well by staff, children have the freedom to explore and learn by themselves increasing their concentration skills. Staff create a stimulating environment for children and plan small group times to consolidate their learning. During group times children discuss which of their friends are present, sing a welcome song and openly talk about matters that are important to them. Staff listen to children's views and stories, supporting children to gain vital skills that will support them in their further education. Further skills for school are encouraged by staff which include, children writing their name during self-registration. A range of writing tools are available indoors to encourage children's early literacy skills. However, there are fewer opportunities outdoors for children to write and make meaningful marks.

Parents are warmly welcomed into the setting and staff encourage parents to be involved in children's learning. Children's development files are shared on a regular basis and parents make comments in them every half term. Photographs of children playing are displayed on the walls of the setting and these are linked to the different ways children learn. However, opportunities to deepen parents' knowledge and understanding of the Early Years Foundation Stage are not always fully maximised. Parents are happy with the progress their children are making especially the difference they have seen in their children's speech since the summer.

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

Children are very confident and leave their parents with ease when they arrive. Children talk about their enjoyment of attending the setting and proudly show their parents the morning routine of self-registration. Children have created strong bonds with staff, which clearly show that they feel safe and secure in their care. For instance, they rush to the head teacher when he enters the room and involve him in their play. Each child is assigned a key person who fully understands the importance of creating secure attachments with children and their families. The key person spends time getting to know children's likes, dislikes and their care routines. This means children are emotionally supported by all staff who genuinely care about each child's individual well-being.

Staff teach children about leading healthy lifestyles, for instance, by discussing the importance of drinking milk and also the importance of daily exercise. All children exercise as part of their daily routine and preparation for play. Staff encourage them to 'wiggle and jiggle' which is an activity that is clearly enjoyed by both children and staff. Further opportunities to exercise are available outdoors, where staff create areas with balancing beams, stepping stones and bicycles. This supports children's physical development well. In addition, staff role model how to climb steps and use the slide safely to support children to understand the risks involved in their play.

Staff manage children's behaviour very well. They firmly remind children of rules and boundaries and use a variety of ways to teach children what is acceptable behaviour. Staff work with parents to consistently support children's behaviour at home and in the setting.

For example, children who display kindness towards each other are able to take the setting's bear home with them for one night. This encourages children to share and cooperate with each other, learning the skills they will need throughout school and later life.

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

All staff have had safeguarding training and are aware of the support available to them if they have a concern about a child's safety. The head teacher updates his training annually and all other staff have recently completed safeguarding training electronically and through the robust induction procedure. All staff have been vetted to ensure they are suitable to work with children and a wealth of policies and procedures underpin the good practice the staff demonstrate.

Staff work extremely well as a team and have fostered a clear drive to provide children with high quality learning experiences and strong teaching practices. The head teacher monitors the quality of teaching by observing practice daily and feeding back to staff. This means staff can continually reflect on their practice and recognise when they are doing well. Staff send the planning to the head teacher weekly, who ensures that all children's individual needs are met and that children are continuing to make expected progress. At the end of each half term the head teacher takes all children's development files and reads through their individual experiences in the setting. This means all experiences and the quality of planning and tracking is closely monitored.

All staff have been involved in creating the self-evaluation documents and use them regularly to set targets to drive forward continuous improvement. For instance, staff identified that children had fewer opportunities to access technology in the setting, and therefore, electronic tablets have been introduced. In addition, staff use self-evaluation to engage with parents asking for their views on a daily basis. Partnerships with parents are very strong and there is a mutual respect between staff and parents. Parents would highly recommend the setting to others and feel their children are making good progress with the friendly and 'amazing' staff. Partnerships with other professionals is also in place and staff know where they can access a wide range of advice and support if they need to.

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	EY462864
Local authority	Redcar & Cleveland
Inspection number	922756
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	8
Name of provider	Hummersea Primary School
Date of previous inspection	not applicable
Telephone number	01287641781

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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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