

# Hope for Children and their Families

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

<b>Inspection date</b>	06/02/2014
Previous inspection date	08/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Babies and children are very confident, purposeful learners who readily respond to the staffs' excellent teaching and the exciting, imaginative experiences they plan and organise.
- The staffs' thorough monitoring of babies' and children's progress ensures they fully understand each child's stage of development and which aspects of their learning to focus on next. Their planning is sharply focused on promoting children's next steps while also fully reflecting their interests, ensuring that all children really enjoy learning and make excellent progress.
- Babies and children are nurtured and thrive. They settle quickly in the most welcoming, stimulating surroundings, and soon develop strong bonds and affectionate relationships with the kind, caring staff.
- The inspirational provider has very effectively reorganised staffs' roles and responsibilities, embedded robust staff mentoring and training, and strengthened the nursery's rigorous safeguarding, health and safety procedures. The highly motivated staff have wholeheartedly supported her drive for improvement and embraced the professional development opportunities created for them.

## 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 three indoor play areas and the outside area and spoke to staff and children throughout the inspection.
- The inspector held meetings with the provider, some of which were attended by the local authority early years improvement adviser.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all adults working with the children and looked at a sample of records and policies relating to safeguarding and other aspects of children's welfare, health and safety.
- The inspector looked at and discussed the provider's monitoring and evaluation procedures and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback to the provider.

## Inspector

Rachel Wyatt

## Full report

### Information about the setting

Hope for Children and their Families is a registered charity run by a board of trustees. The nursery was registered by Ofsted 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 are enclosed areas available for children's outdoor play and opportunities for them to go on various local outings. The premises are accessible, with all early years facilities located on one level on the ground floor. The nursery serves the local area.

The nursery currently employs 15 members of staff, including the provider. She has B.Ed (Hons) Degree, two staff have Early Years Professional Status, and another member of staff is working towards an Early Years Foundation Degree. There are 10 staff who have appropriate level 3 qualifications and another member of staff is working towards a level 3 qualification. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. Children attend for a variety of sessions.

There are currently 85 children on roll who are all within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number children who speak English as an additional language and children with special educational needs and/or disabilities. There are close links with the family centre with opportunities for children to use facilities, such as the sensory room.

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

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

- embed the staffs' new roles as coordinators in order to maintain and further disseminate the already excellent early years practice within the nursery.

### Inspection judgements

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

Babies and children have a wonderful time at the nursery and thoroughly enjoy learning. Staff enthuse them so they want to join in, and they consistently promote the attitudes and skills children need in order to be effective learners. For example, in the baby room a wealth of exciting activities, toys and equipment stimulate babies' and toddlers' curiosity, exploration and imagination. They often concentrate and persevere very well. For instance very young children are engrossed as they investigate the interesting contents of various 'treasure baskets', while another group of children busily select and glue shiny and colourful collage materials. Staff in the baby room are also successfully focusing on developing babies' and toddlers' listening skills, particularly during fun, very well-managed

story and song sessions.

Throughout the nursery staff skilfully plan and organise an exciting educational programme. They adeptly tailor their planning and teaching to focus on babies' and children's interests and developmental needs. These are clearly understood as a result of the staffs' regular observations and excellent information sharing with parents and others who are involved in children's learning. Staff promptly and accurately assess children's starting points, and thereafter continue to carefully monitor and track their progress in all areas of learning. As a result, they have a clear understanding of each child's stage of development and their next steps which they expertly follow up in their planning and teaching. Highly effective strategies for accessing additional support and other professionals' expertise ensure children who speak English as an additional language or who have special educational needs and/or disabilities make the best possible progress. Overall, babies and children make excellent progress in relation to their starting points.

Staff interact really well with babies and children. They reassure and encourage them so they are confident to take part in activities and are keen to do well. They sensitively join in babies' and children's activities and play to skilfully reinforce and then extend their understanding and skills. There is an extremely sharp focus on helping children to acquire communication and language skills and staff ably foster their listening, understanding and speaking during activities and routines. Staff make sure babies and children have many opportunities to enjoy songs, rhymes and stories. These are important components of rewarding topics and are skilfully used by staff to promote children's choices, reflect their interests, influence their creative and imaginative play and to offer them new challenges. For example, a pre-school child is keen to tell a favourite story to a group of children. The staff help her to organise this. During the activity the staff quietly encourage other children's participation without inhibiting the young story teller's confident and expert delivery.

All children confidently make suggestions and creatively develop their ideas during sessions. They are inspired by the staffs' encouragement and enthusiastic support and also by the wealth of exciting resources and most child-friendly surroundings. For example, at the moment three- and four-year-olds have followed up their varied interests through relevant stories and in their expressive artwork, role play and dressing up. In the two- to three-year-olds room, the children's interests result in some sustained imagination hospital role play and lively exploratory play with small world dinosaur figures and construction toys. Children have also made bird cake as part of an ongoing bird watching project and some colourful pictures and models depicting characters in their current favourite story.

There are varied, very successful strategies to engage all parents in their children's learning at the nursery and at home. Information provided by parents about their children's abilities, backgrounds and interests really help staff to get to know children and to plan effectively for them throughout their time at the nursery. Staff and parents regularly exchange information about children's activities and achievements at home and at the nursery and work together to focus on children's learning priorities and their favourite activities. Parents are kept up to date with details of nursery songs, stories and topics and given many helpful ideas for activities and resources to follow up at home.

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

Provision for babies and children's care and well-being is exemplary. Staff make sure they are fully informed by parents and carers about their babies' and children's care, dietary and health needs. These are carefully met during well-managed feeds, meal times and personal care and sleep routines. Attentive staff ably promote young children's understanding of different aspects of good health. For example, toddlers say 'wash hands' when they are told it is time to get ready for lunch. Children enjoy nourishing drinks, snacks and meals and they and the staff often talk about healthy eating. A wealth of helpful information about nutrition and healthy options is available for parents' reference. They and their children are also encouraged to give their views about nursery meals. For example, children are being asked to tell staff about their favourite lunches as part of a review of lunchtime menus. Children have also enjoyed growing vegetables at nursery and then eating these there or at home. Babies and children relish being physically active and learning outside in all weathers. Parents and staff work together to ensure children have the appropriate clothing and footwear for all outdoor activities, including outings. Babies' and children's good health is also protected as a result of robust medication procedures and the staffs' sensitive and prompt treatment when a child has an accident or becomes unwell.

Staff ably foster babies' and children's emotional and social well-being, including preparing them extremely well for moves within the nursery or for going to school. The staff are kind and attentive. They sensitively help children to settle quickly, to form close attachments and develop a strong sense of belonging. The staff encourage parents to tell them as much as possible about their babies' and children's characteristics, backgrounds and interests so they can reflect these in resources, activities and routines. Staff also make sure parents know about their children's interests at nursery, including the songs and stories they enjoy, so they can follow these up at home. This means babies and children consistently play with toys, look at books and take part in experiences which are familiar to them. The wonderfully vibrant indoor and outdoor learning environments also capture babies' and children's interest and encourage their free choices, ideas and imagination. Recent changes to two- to four-year-olds base rooms have been managed with the minimum of disruption and children relish their exciting and spacious new surroundings.

Staff adeptly promote babies' and children's confidence, for instance, by encouraging their choices and independence. For example, children often choose songs and stories and the staffs' use of props, puppets and pictures help babies and toddlers to express their choices. Staff also readily respond to and follow up children's ideas and suggestions for their play and learning. As a result, children feel listened to and valued and feel confident about expressing their needs and wishes.

Staff fully support babies and children in forming positive relationships. They ensure children behave well, successfully promoting their sharing, turn taking and cooperative play. Throughout sessions and routines staff make sure children know what is happening next. Their explanations and use of visual timetables throughout the nursery really help children to know what is expected of them. Children become socially confident, enjoying

socialising with other children and staff at meal times and at other times being able to mix with older and younger children. Babies and children also make smooth transitions within the nursery and on to school. Internal moves are carefully planned to take account of each child's abilities and parents' wishes. There are excellent arrangements for ensuring pre-school children get to know about different aspects of school life and, in particular about the school they are moving on to. For example, they and the staff look at and talk about special books featuring their new school. These books include information and photographs of the school building, classrooms, staff and the uniform they will wear.

High priority is given to ensuring babies' and children's safety. The provider and all staff have a thorough understanding of how to protect children from harm and how to keep them safe. They are alert to and carefully monitor any changes in children's behaviour, health and welfare. They promptly and appropriately discuss concerns with parents, senior colleagues and other agencies. In their day-to-day work, staff ensure that babies and children are looked after in safe, clean, comfortable and secure surroundings. This includes carefully risk assessing and checking all areas are free from hazards and that babies and children use high quality age-appropriate toys, resources and equipment. Outdoor and physical play activities, including outings, are all very well organised, carefully supervised and much enjoyed by children and adults. Staff also ensure children develop a sound understanding of how to behave safely and sensibly. For example, children explain why they must walk and not run when moving around the premises because 'we might slip' and 'I might scrape my knee'.

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

After the last inspection the provider and staff clearly identified priorities for improvement which they have very successfully addressed. They have been uncompromising in their determination to embed and sustain high quality early years provision for the children and families who attend the nursery. The provider has shown vision and passion in her determination to improve the organisation and management of the nursery and the effectiveness of procedures relating to all aspects of children's welfare, health and safety. In addition, the nursery staff have consistently shown high levels of motivation and professionalism in their wholehearted support for her and other senior staff in implementing these changes. Staff have been as determined as the provider about consolidating their knowledge, expertise and good practice, in particular with regard to safeguarding. They have responded positively to the robust mentoring and training they have received. Staff have also enthusiastically welcomed the opportunity to take on one of the new coordinators roles created by the provider as part of her review of all nursery staffs' roles and responsibilities. The provider has created a real professional development opportunity for each member of staff to take lead responsibility for an aspect of good practice or an area of learning.

Staff have positively responded to other changes. When they have moved room to work with children in a different age group, they and their new colleagues have quickly developed highly effective working relationships. This has ensured continuity and consistency for children and their families. Recent changes to base rooms for children

aged two- to four-years-old were extremely well managed by the staff to ensure the minimum of disruption. They worked tirelessly to ensure the rooms are extremely well equipped and very inviting. The children and staff clearly relish their new vibrant, spacious surroundings, and the adults recognise how these have already positively influenced children's independence, social skills and good behaviour.

Robust staff performance, development and training procedures are now embedded. As a result, the provider has a clear understanding of each member of staffs' level of expertise and professional development needs. Staff know what is expected of them and confidently carry out their roles and responsibilities. They have clear individual targets for their own professional development and ready access to relevant training and support. A particular priority has been to ensure every member of staff is fully confident about and able to promptly implement safeguarding procedures if a child is at risk of harm. The provider has sought and readily acted on the advice of the children's centre manager, who is an accredited safeguarding trainer, and of the local authority early years improvement adviser. The provider and staff have all attended regular good practice sessions and training courses focussing on all aspects of safeguarding. During these sessions, they have revisited and revised the nursery's safeguarding policies and discussed how they would respond to different child protection scenarios. In addition, as a result of their intensive safeguarding training and positive peer support, the provider and staff are confident that they all fully understand the nursery's whistleblowing procedures and how to implement them.

The provider and staff conscientiously implement the nursery's comprehensive safeguarding procedures. In their practice, they are confident and uncompromising about their responsibilities to minimise the risk of harm to children. The provider and staff work sensitively and resourcefully with all families in order to support parents in caring for their children, for instance, agreeing strategies to improve children's health or the management of their behaviour. They work extremely well with other professionals, such as health visitors, social workers, family support workers and other staff at the children's centre to initiate early intervention and tailored support for vulnerable families. However, if the provider or staff consider a child is at risk of harm they are all confident to make prompt referrals to social care.

Since the last inspection the provider and staff have continued to carefully monitor, evaluate and develop other aspects of the nursery's provision. This includes thorough monitoring of children's progress, of the quality and impact of the staffs' teaching and of the educational programme. Robust observation, assessment and tracking procedures mean that at any given time staff know how well each child is progressing and can share this information with parents and carers. The staffs' accurate tracking and comparisons of children's progress over time ensure they promptly identify any gaps in a child's or group of children's learning or in the educational programme. As part of their expert teaching, staff promptly adapt their planning to cater for new learning priorities for a child or cohort of children, for example, to focus on their listening skills or use and recognition of numbers. In addition, the provider is proactive about accessing additional help and resources to support staff in their concerted efforts to help children to reach their full potential. For instance, an early years consultant is helping to devise and deliver targeted programmes for children with speech and language delay. In their role as coordinators,

nursery staff with lead responsibility for an aspect of the early years curriculum are supporting their colleagues in their planning and delivery of activities for their key children.

Exemplary partnerships with parents, carers and other agencies and providers make a significant contribution to the provider's and staffs' success in fully meeting babies' and children's needs. Parents and carers are consistently encouraged to contribute to their children's care, learning and development at nursery as well as at home. When children start the information parents give to staff helps them to quickly get to know and settle each child and to accurately assess and plan for their individual needs and interests. The provider recognises and values parents' and carers' views about the nursery. She has been proactive about meeting and talking to them about the changes made to the leadership, management and organisation of staffing in the nursery since the last inspection. Parents have been reassured about how their babies and children have continued to have consistent high quality care and teaching from key persons who know them well. Parents and carers have been kept fully informed and involved in other improvements. These include changes to some children's base rooms and strengthening procedures, for instance, relating to administering medication and the planning and organisation of outings. There are clear and effective arrangements for parents and carers to express concerns. The provider carefully investigates any complaints, follows up parents' suggestions and gives them prompt appropriate feedback. Parents and carers feel welcomed and included in the day-to-day life of the nursery, including spending time chatting to their child's key person when they drop off or collect their child. They also appreciate being able to exchange information with staff in their child's communication book. Parents can access a wealth of information about what the nursery offers them and their child as well as user-friendly guidance on different aspects of children's early learning and care. The provider and staff continue to offer many fun and rewarding ideas, resources and books for parents to use to support their children's learning at home.

Children's care, welfare and development is also endorsed by the nursery's excellent partnerships with other organisations. For example, close links between the nursery and the children's centre staff facilitate families' access to early education places, family support and other services. The provider's and staffs' well-established partnerships with other daycare providers and childminders ensure consistency and continuity for children who attend more than one early years setting. The nursery's excellent links with local schools mean children and families are very well supported and prepared for when children move onto full-time education. Early years staff at the different schools receive detailed accurate information about nursery children's learning and development.

### **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

<b>Unique reference number</b>	EY333183
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	951484
<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>	70
<b>Number of children on roll</b>	85
<b>Name of provider</b>	H.O.P.E for Children and Their Families
<b>Date of previous inspection</b>	08/07/2013
<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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