

Hazel Dene Childcare Ltd

Hesleden Primary School, Hesleden, HARTLEPOOL, Cleveland, TS27 4PT



Inspection date	18 September 2017
Previous inspection date	23 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff work very closely with teachers from the host primary school and share relevant information. This helps to create a consistent approach to children's care and learning.
- Staff have a secure understanding of the importance of monitoring children's ongoing development. They offer interventions to close any identified gaps in children's learning. All children make good progress from their starting points.
- Children comfortably take the lead in their learning. Staff sensitively join in children's play and provide appropriate levels of help and support when required.
- Staff create a welcoming, friendly and stimulating environment which effectively contributes to children's emotional well-being. Children have access to a wide range of resources to enable them to explore and investigate.
- Children have daily opportunities to further their physical skills and access fresh air as they use the outdoor area. Staff actively encourage children to take suitable risks and to build their coordination.

It is not yet outstanding because:

- The programme for the professional development of all staff is not focused precisely on strengthening the high quality of teaching even further.
- Even though the manager understands the benefits of reflecting on practice, she does not always effectively use the views of parents to support the self-evaluation process.

What the setting needs to do to improve further

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

- extend the programme of professional development so that it is highly targeted on raising the quality of staff teaching to an even higher level
- strengthen ways in which the views of parents are used to inform self-evaluation and help to maintain continuous improvement.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment, and observed play and learning opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of possible signs and symptoms of abuse and neglect. They have a good understanding of what procedures to follow if they have any concerns about children's welfare. Detailed written risk assessments are completed to ensure the indoor and outdoor environments are safe and secure for children. Furthermore, staff continually carry out visual checks on the premises to swiftly recognise any potential hazards and minimise harm. The manager regularly observes staff practice and gives feedback about strengths and areas for future development. Staff work well together as a team. They communicate on a daily basis to ensure children are provided with challenging and interesting activities.

Quality of teaching, learning and assessment is good

Staff successfully follow children's interests and enhance their learning experiences. Children are engaged and focused in their play. Staff efficiently use the information gained from their observations and assessments to support future planning and incorporate what children need to learn next. Children develop good communication and language skills. Staff model language, ask questions and link their play to real-life experiences. Links with parents are positive and staff keep them well informed about their children's development. In addition, parents are invited to spend time with their children in the setting. Staff use this opportunity to share ideas and suggestions of how parents can continue their children's learning at home.

Personal development, behaviour and welfare are good

Children are extremely familiar with the school environment and are very well prepared for their future moves. For example, children eat their lunch in the school dining hall alongside older children and teachers. Staff are fully aware of how to successfully manage children's behaviour. They support children to learn about appropriate boundaries and acceptable expectations. Staff consistently praise children and encourage them to acknowledge their achievements. This helps children to feel respected and appreciated.

Outcomes for children are good

All children, including those in receipt of funding, acquire key skills in readiness for the next stage in their learning. Children are confident and motivated learners and play cooperatively alongside their peers. They develop a strong sense of self and belonging in their surroundings. Younger children are starting to become familiar with the daily routines and settle quickly. Older children listen attentively to clear guidance and happily follow simple instructions. Children thoroughly enjoy extending their expressive art and design skills. For instance, they express their own thoughts, participate in creative activities and experiment with different textures.

Setting details

Unique reference number	EY396157
Local authority	Durham
Inspection number	1093961
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	32
Number of children on roll	24
Name of registered person	Hazel Dene Childcare Ltd
Registered person unique reference number	RP529101
Date of previous inspection	23 February 2015
Telephone number	01429836376

Hazel Dene Childcare Ltd registered in 2009. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.45am until 5pm, during term time only. It receives funding for the provision of free early education for two-, three- and four-year-old children.

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