

Inspection of Hazel Dene Childcare Ltd

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

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at this welcoming setting. They show that they feel secure and confident as they play and engage deeply in their self-selected activities. Toddlers enthusiastically explore water and use their imaginations as they pretend to make 'tea' in different-sized pots and cups. Children demonstrate creativity. They use their play to re-enact life experiences. For example, children have fun taking turns as they push dolls in pretend pushchairs.

Children behave well. Staff recognise and praise children's efforts and achievements. They are positive role models and have a gentle, calm approach throughout the day. This impacts positively on children, who have the same calm and relaxed demeanour. Children use their manners well. They show that they are keen to learn. Children concentrate well and remain absorbed in their play. For example, younger children spend time outside painting with their hands and brushes. In addition, they sit and focus well during small-group activities.

Staff are observant and respond well to children's interests, using these to help to promote their learning. For example, children find worms hidden in soil and become engrossed in watching them move. Staff model how to handle worms gently. Children learn about the world around them.

What does the early years setting do well and what does it need to do better?

- The manager and her team have created a well-thought-out curriculum, which is sequenced and covers all seven areas of learning. It is designed with a focus on children being able to make choices about what they want to learn. This enables children to acquire the skills to become confident and successful learners.
- Staff encourage children's communication and language skills well overall. For example, they model language clearly with toddlers and instigate discussions with older children. They help children to learn new words to build their vocabulary, such as 'angry' and 'frustrated', as they learn to manage their emotions. However, on occasions, staff do not allow children time or opportunity to think and answer their questions.
- Staff provide children with many opportunities to develop their independence skills. For instance, children are supported to put on their outdoor suits and wellies. Children skilfully peel their own bananas and oranges. These tasks help them to develop their perseverance and life skills.
- Staff use their knowledge to plan inviting resources and activities to capture children's curiosity and interests. They provide open-ended resources to help children to use them creatively. For example, children enjoy making obstacle courses out of crates and balance beams. They work together to lift and manoeuvre the crates into position. Children discuss ways they can make the

obstacle course harder. Staff skilfully position themselves to support children's learning through role modelling and suggesting new ideas to extend their play.

- Children with special educational needs and/or disabilities (SEND) are supported extremely well. Staff use a range of strategies to support children with SEND. For example, they use objects of reference effectively to help children to understand what is happening next. Parents comment on these useful strategies and that they then use them at home. As a result, children with SEND make the best possible progress of which they are capable.
- Parents speak extremely highly of the nursery, particularly the warm, welcoming and happy environment. They appreciate the open communication and feedback about their children's well-being and development. This informs parents of what their children are learning and how they can build upon it at home.
- Staff report high levels of well-being and enjoy being part of this newly established staff team. Staff's training is well focused to benefit children. For instance, they have recently attended training on how to support children's early literacy skills and communication and language development. However, this training has not had time to be embedded fully to impact on children's learning and development.
- The manager is committed to ensuring the quality of the provision. She has established excellent relationships with the host school and, together, they ensure consistency and effective transitions. This helps to provide continuity of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

All staff are confident and have a good understanding of how to safeguard children. They know how to follow safeguarding procedures should they have concerns about a child in their care. This includes whistle-blowing against any inappropriate actions or behaviour of a colleague. Daily checks and risk assessments are carried out to identify and remove any hazards, to help to ensure that the environment is safe for children to play in. Staff supervise children well. The management team implements robust recruitment procedures to make sure that all staff are suitable to work with children. All staff follow an induction process and receive mandatory training, such as safeguarding and paediatric first aid.

What does the setting need to do to improve?

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

- provide time for children to respond to questions to support their thinking and communication even further
- embed and monitor the newly implemented training to ensure that practice continually improves.

Setting details

Unique reference number	EY396157
Local authority	Durham
Inspection number	10279794
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	32
Number of children on roll	15
Name of registered person	Hazel Dene Childcare Ltd
Registered person unique reference number	RP529101
Telephone number	01429836376
Date of previous inspection	18 September 2017

Information about this early years setting

Hazel Dene Childcare Ltd registered in 2009 and is located in Hartlepool. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above, including two members of staff with a level 6 qualification. The setting opens during term time from 7.45am until 5pm, Monday to Friday. It receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk around the setting to share what staff provide and how this assists children in their learning and development.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection 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.

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