

Inspection of Hetty (Hoole Enterprise Trust – Time for You)

Hoole C of E Primary & Nursery School, Hoole Lane, CHESTER CH2 3HB

Inspection date: 9 November 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The arrangements for overseeing the provision have broken down. In addition, staff in key and senior roles are absent from work. The nursery manager is working hard to provide strategic leadership at the same time as covering the roles of absent managers and staff. This is not sustainable and the quality of practice is deteriorating. As things now stand, the capacity for the provision to improve is weak.

Children's health and safety is compromised. Routines, such as handwashing and access to drinking water, are not known and followed well enough. A pre-school childcare room is situated at the other side of the school from the nursery. It is not possible for the manager to safely oversee matters in that room, such as agency staff working there, at the same time as fulfilling a demanding staff role in the main room.

Most children enter the nursery cheerfully and show that they feel safe. The well-qualified staff are kind and encouraging. However, the big, busy room is daunting for less confident children. Some children appear insecure. They keep comfort items with them throughout the session and stay on the outskirts of activities. This does not help them to participate and learn.

Weaknesses in the organisation of children's care and learning are not being identified and addressed effectively. Too much time is taken up with mundane activities that lack challenge. For example, a lengthy story time is not engaging or appropriate for the children who are present. In another example, the snack-time routine involves children waiting inactively for a long period. Children, on the whole, do what staff ask them to do. For example, they are helpful when it is time to tidy up. However, children's acceptance of low-quality activities does not promote their curiosity and thinking.

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

- The provider has failed to inform Ofsted of a significant event affecting the welfare of children. This is a breach of legal requirements. Everyone at the nursery wants to provide the best possible experience for children. However, the nursery's governing body and senior team are not working together effectively. Professional relationships are strained. This is having a significant, negative impact on the quality of the provision and its capacity to improve.
- The manager does not identify and manage the risks associated with nursery activities and routines effectively enough. In the pre-school room, one member of staff stays indoors to carry out cleaning duties after lunch. The other member of staff has care of up to 16 children outdoors. In addition, she escorts a steady

stream of children from the school's Reception class through the outdoor play space. This does not promote children's safety well enough. Staff bring pre-school children back to the nursery for nappy changing. This takes staff out of the nursery at times when adult-to-child ratios are at minimal levels.

- The manager intends that staff focus on promoting children's communication and language. She describes concerns about children's development after the COVID-19 pandemic. However, the organisation of activities does not promote high-quality interactions effectively. For example, partway through the afternoon, the pre-school children return to the nursery. All of the children gather at the television to watch and join in with action songs. Staff say that the purpose is, 'Occupying children to keep them safe.' However, the activity is poorly targeted at the children present. Some children do not watch or listen. The activity does not promote their communication development effectively and does not implement the manager's intentions for the curriculum.
- Parents and carers who spoke with the inspector do not know the name of their child's key person. Reception-age children who attend the out-of-school provision do not have a named key person. Key persons describe, in general terms, what children are ready to learn next. They refer knowledgeably to strategies, such as the use of visual cues, that they want to implement. However, weaknesses in organisation impact negatively on the frequency and quality of staff's interactions with their key children. Children are not consistently challenged and supported to make good progress. Some children make poor progress.
- The manager does not measure the quality of staff's teaching accurately. The absence of senior staff and some other staff further compromises the professional development of the nursery team. Staff do not know what to do to improve their professional skills and knowledge. This means that the quality of teaching remains inconsistent and is sometimes poor.
- Weaknesses in practice mean that children do not learn to keep themselves safe and healthy. Children in the pre-school room have no access to tissues. Staff do not encourage them to wipe their own noses. Drinking water is not made accessible. On a chilly morning, children play at a water tray outdoors and staff do not guide them to wear another layer of clothing over their T-shirts. Handwashing routines are not managed well enough. This does not help children to develop habits that promote their good health and reduce the risk of illness.
- Routines do not promote children's independence effectively. For example, staff in both rooms bring and remove children's food plates at lunchtime. Their interactions with children are minimal. This does not help children to become confident and independent, and does not prepare them well for school. Children's toilet training is not supported well enough. This is especially the case for pre-school children, who are quickly fetched from one part of the building to another for nappy changes.
- Parents say that children look forward to attending the nursery. They feel well informed about matters such as accidents and injuries to children. Parents comment that staff work hard and do their best.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. The manager does not scrutinise practice and routines closely enough to minimise risks to children's welfare. That said, the manager and staff know and understand the nursery's child protection procedures. They know what to do if they have concerns about a colleague's behaviour towards children. They demonstrate a clear intention to keep children safe from abuse and neglect. The manager recently reviewed the nursery's procedures for recruiting new staff. She demonstrates an understanding of safe recruitment and makes all required checks on new employees.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
identify and manage risks to children's safety	24/11/2022
implement an effective system for supervising managers and staff that leads to continuous improvement in the quality of the provision	24/11/2022
ensure that drinking water is always accessible	24/11/2022
ensure that hygiene routines, such as handwashing, are clear and always followed	24/11/2022
implement an effective key-person system.	24/11/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date

ensure that staff tailor the curriculum to what children are ready to learn next, so that children are challenged, interested and make good progress	24/11/2022
train staff to implement routines that promote children's independence, so that children learn to make informed decisions that promote their good health	24/11/2022
support staff to ensure that every activity and interaction helps children to extend their vocabulary and communicate confidently.	24/11/2022

Setting details

Unique reference number	EY361734
Local authority	Cheshire West and Chester
Inspection number	10259753
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 11
Total number of places	56
Number of children on roll	71
Name of registered person	Hoole Enterprise Trust -Time For You (HETTY)
Registered person unique reference number	RP527306
Telephone number	01244500908
Date of previous inspection	19 April 2018

Information about this early years setting

Hetty (Hoole Enterprise Trust – Time for You) registered in 2007. It operates within Hoole Church of England Primary School. The nursery employs 17 members of childcare staff. Of these, 13 members of staff hold qualifications at level 3 and two hold qualifications at level 2. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. It provides out-of-school and holiday care. Nursery and holiday club sessions are from 7.45am until 5.45pm. Out-of-school sessions are from 7.45am until 8.45am and from 3.15pm until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- Meetings took place between the nursery manager and the inspector throughout the day. This included two scheduled leadership and management meetings.
- The inspector spoke with staff and children during the inspection. She spoke with parents and took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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