

# Hydra Tots

Inspection report for early years provision

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**Unique reference number** EY430914  
**Inspection date** 19/04/2012  
**Inspector** Hayley Gardiner

**Setting address** Hydra Kids, Unit 8, Hydra Business Park, Nether Lane,  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Hydra Tots was registered in 2011. It operates from the same site as Hydra Kids soft play centre and is owned by the same company in Ecclesfield, Sheffield, South Yorkshire. There is an enclosed area for outdoor play and children also have access to the soft play centre.

Hydra Tots opens Monday to Friday from 8am until 6pm all year round and children are able to attend for a variety of sessions. A maximum of 30 children may attend at any one time. The nursery is registered on the Early Years Register.

All members of childcare staff hold appropriate early years qualifications at least level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Outstanding arrangements are in place to ensure that all children are safeguarded and well protected as all documentation, policies and procedures comply extremely well with regulations to promote children's welfare. Overall, the provision promotes equality of opportunity well through a welcoming, inclusive environment and encourages children to have a positive attitude, confidence and self-esteem. Staff work remarkably well with parents, other providers and external services to make sure that the individual needs of each child are fully met. Children make significant gains in their learning and development as dedicated staff support them extremely well. The staff team have a very good understanding of areas for development in order to constantly improve the outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further information, communication and technology play opportunities for younger children.

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

The procedures in place to safeguard children are excellent, ensuring high priority is given to promoting children's welfare. Staff are employed following robust recruitment and vetting procedures and have clear induction training. Records that support the efficient management of the setting and ensure children's safety are very well kept. Written risk assessments are comprehensive for all areas of the provision, indoors, outdoors and for outings. Areas that are identified as a hazard are addressed immediately and appropriate action is taken. This minimises risks to

children and protects them further. The environment is extremely well organised and accessible to all children, and they move around the provision freely and confidently. The high quality resources and the use of space extensively enhance each child's learning and progress.

Working partnerships with parents are of a consistently high standard. Staff regularly share all relevant information to support children's welfare and learning. Parents are actively encouraged to contribute to their children's development through informal sessions and observations at home. The detailed range of policies and procedures that underpin the smooth operation of the provision are readily available to all parents, and other information regarding the provision is displayed for them to access. Parents comment about the care and support their children receive as, 'an excellent positive experience'. Parents and children are at the heart of the setting and parents can stay and play with their children, offering them an excellent opportunity to understand how their children learn through play. Staff work exceptionally well with other professionals from external agencies, children with special educational needs and/or disabilities are exceptionally well provided for. The setting has effective relationships with the local school and teaching staff to ease the transition period for children and parents.

Each child's key person has an excellent knowledge of their background and needs. Children celebrate personal festivals, different cultural festivals and have a varied selection of multicultural resources available, such as dolls, jigsaws and books. This helps them to learn about our diverse society. The systems in place for reflecting on and evaluating practice for the provision are energetic and exciting, which empowers staff to improve practice and take the setting's vision further. This ensures that progress is maintained to an excellent standard and that plans are identified to extend the provision further. The setting is very proactive and reflective, resulting in positive outcomes for children. In addition, staff undertake regular appraisals to identify any further training needs and they all fully benefit from a continuous professional development programme, which contributes to the staff's ability to improve.

## **The quality and standards of the early years provision and outcomes for children**

The staff team have an extremely good knowledge of the learning and development requirements of the Early Years Foundation Stage. The systems in place to monitor children's learning and progress are vigorous. Observations are used effectively to extend and support children's individual learning across all areas. Systems are fully developed to ensure all children have their differences fully recognised and their needs exceptionally well catered for. There are high levels of input and teaching from all staff across the nursery, whilst also providing children with the time and space for self-discovery. They take an excellent account of children's individual interests and clearly identify the next steps in their development to extend their progress. As a result, all children progress very well in relation to their starting points.

The children serve themselves at meals times, pour their drinks and make healthy

choices of food. The setting has a five star healthy eating award, for which children have made a display to celebrate the achievement for parents and visitors to see. Meals are of an extremely high quality and all dietary requirements are very well catered for. Children show a very good awareness of being healthy and participate in preparing the tables for lunch as they collect the utensils and carry them back to the table independently. Children adopt excellent personal hygiene routines and fully understand the importance of washing hands before meals and after using the toilet. The younger children are very content and settle really well because their health, physical and dietary requirements are very well met.

Babies are very settled and show strong, positive attachments to the familiar adults who meet their care needs particularly effectively. All children are comfortable in their routines and display high levels of confidence and self-esteem. Staff engage exceedingly well with all children to help them understand their thoughts, ideas and feelings. They continually speak and listen to the children and the setting also uses Makaton so all children can participate. Children behave very well and play cooperatively, but are also content to play alone. They show care and concern for each other; for example, when a child falls over another child responds with kind words and encourages them to get up and get help. Children also move obstacles out of their way and negotiate space while playing in the provision. This means that children build their understanding of how to minimise risks for themselves.

Babies excitedly enjoy sensory experiences, such as toys that have flaps or make a noise, to encourage investigation. Older children are developing many skills that will contribute to their future skills, for example, they use the camera. However, there are fewer opportunities for younger children to access information and communication technology. Staff encourage mathematical language by counting in free play and using words such as 'more', 'bigger' and 'smaller' throughout the session. Children learn to have a positive attitude towards themselves; the staff encourage this by giving the children lots of praise and making them feel special. The 'achievement board' is where children, staff and parents are encouraged to make a sticker for the tree to celebrate accomplishments. Children's birthdays and special occasions are celebrated, with a birthday board displayed in the room for children to use. This promotes their self-esteem very well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met