



Little Jems

Inspection report for early years provision

Unique Reference Number	EY304383
Inspection date	03 March 2006
Inspector	Ann Winifred Harrison
Setting Address	Jerome CP School, Hussey Road, Norton Canes, Cannock, Staffordshire, WS11 9TP
Telephone number	01543 278 595
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Registered person	Little Jems
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Jems wraparound group is run by a committee. It opened in 2005. It operates from within the nursery unit at Jerome Primary School in Norton Canes. The group is open each weekday from 09.00 to 15.15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from 3 to 5 years on roll. Of these, 7 children receive funding for nursery education. The setting supports children with special

needs.

Three staff, including the manager, work with the children. The manager has an early years qualification. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where their health is protected by the caring and attentive staff. Accident and medication systems are fully understood and all records are accurate and up-to-date. There are procedures in place to encourage children's understanding of personal hygiene. Children know that germs can make them poorly. They know they must wash their hands before eating and after using the toilet. They use tissues to wipe their nose and dispose of them appropriately in the bin. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy.

Children benefit from a healthy diet because staff work with parents to ensure packed lunches are nutritious. They enjoy daily snacks of fresh fruit and staff discuss the benefits of healthy eating with the children. All snacks comply with any special dietary requirements to ensure children remain healthy. Children are learning about the importance of drinking water. Children are given water at the beginning of each session which staff and children call 'brain juice.' Staff explain to children that drinking water helps us think and concentrate. Children take part in 'brain gym' exercises to help develop their coordination.

Children enjoy a wide range of activities, which contributes to their good health. Regular outdoor play sessions help children make progress in their physical abilities, for example, riding bikes and kicking balls. Well-planned PE activities help children with their climbing and balancing skills. Children join in well with action songs and musical games. This enhances children's physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure indoor and outdoor environment. They are closely supervised by staff at all times which helps to keep them safe. Space is well organised so children can move freely and safely indoors and outdoors. Staff carry out regular safety checks around the setting. However, risk assessments are not undertaken and this compromises children's welfare. Children enjoy access to a wide range of developmentally appropriate toys and equipment, which are well maintained by the setting.

Children learn how to keep themselves safe, for example, they understand that they must not run in the play room and they know how to use PE equipment safely. Good documentation is in place to ensure children's welfare is safeguarded, such as, a

procedure to be followed if a child is lost or uncollected. Fire evacuation procedures are fully understood by staff and are practised once each term. However, some children do not attend full time therefore they are not present during practises. This compromises children's safety. Good security precautions contribute to children's safety. For example, staff monitor access to the provision closely and there is a good system for registering children's arrival and departure.

The staff have a secure understanding of the signs and symptoms of child abuse, although some staff are not aware of the correct reporting procedures. Staff are aware of what would happen if an allegation was made against them, however, the child protection statement does not include this procedure. This means children are not fully protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. Children enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from familiar routines and staff are very attentive to their needs. Staff plan a varied and stimulating programme of activities, as a result children show interest in the activities and high levels of concentration. For example, children play with clay and play dough, they experience the different textures and create their own models.

Children play happily together and with adults, using resources such as puzzles, construction and number games. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. Staff provide excellent resources to enhance children's learning. They use posters to instruct children how many children can play in a specific area and to encourage children to count and to take turns. For example, children know that only four children can play in the home corner at any one time. Children use their imagination well, because staff provide interesting and well planned role play scenarios. For example, the children act as the baker and customers in the bakers shop.

Staff know the children well, they discuss children's progress at regular planning meetings. They undertake observations and assessments of the children to find out what children know, but plans do not yet identify what children need to learn next. This restricts children's progress.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the 'Curriculum guidance for the foundation stage.' Which means they provide a comprehensive range of activities to enhance children's learning. Staff are enthusiastic and work efficiently together as a team and there is a supportive management structure in place. Children are making good progress towards the early

learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to identify children's achievements. They engage in children's play and challenge them by good use of questioning to extend their learning. Planning is developing well, it links clearly to the stepping stones and ensures a wide range of activities and experiences are planned across the six areas of development. Observations and assessments are undertaken, although they are not yet used to inform planning for children's next steps in learning to ensure all children are challenged. Behaviour is well managed and this results in a calm and caring environment for children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm. For example, they make birthday cards for Barnaby Bear's birthday party. They are learning to play together cooperatively, they build a castle together with large building blocks and they help each other to tidy up. Children are developing their independence and self help skills through going to the bathroom on their own, and getting themselves dressed after PE. Older children help younger ones to fasten their buttons as they get dressed. They demonstrate good concentration as they listen to stories and take part in discussion at registration time. Children are confident speakers and initiate and continue conversations with others, they talk to each other in the home corner and negotiate their roles. Children's reading skills are promoted through an extensive range of books, which they regularly access. They are learning that print carries meaning through recognising their name on name cards and seeing words in the environment. They have good opportunities to practise their emergent writing skills in the writing area, which is very well resourced and well supported by staff. For example, they attempt to write their own name on their work and make shopping lists in the home corner.

Children understand and use numbers well. They count reliably to ten and above. They have good opportunities to count in everyday situations, such as, counting how many children are at nursery. Regular activities are used to develop children's awareness of simple number operations in addition and subtraction, for example, number rhymes such as Five Currant Buns and building towers with the bricks. Children know which tower is bigger, smaller, taller or shorter. Children use appropriate language such as 'more' or 'just a little bit' when pouring water in jugs in the water play. They sort out the writing materials by size, colour and thickness. Children know many shapes and can confidently recognise a rectangle, square, circle, triangle and star. Children develop good exploration and investigation skills as they explore items such as snow and ice outside and how it melts when brought indoors. They explore different textures such as flour, sand and water. Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They learn about the significance of different festivals and customs and taste foods from various countries. For example, they try prawn crackers and noodles during Chinese New Year. They are learning about features of the natural world through planned topics such as, autumn and growing seeds. Children bring in photographs of themselves as babies and discuss how they have grown and changed. Regular modelling sessions using recycled materials enable children to develop their cutting, joining and building skills.

Children move confidently and imaginatively both indoors and outdoors. Children use a range of small and large equipment to develop various skills. They show a good

awareness of space and handle a range of tools and small equipment well. They learn to balance and climb during regular PE sessions. Balls, hoops and beanbags help to develop their throwing, catching and general coordination and they learn how to pedal a variety of wheeled toys. Children and staff respond spontaneously to events as they happen such as, a change in the weather. For example, they go outside and watch snowflakes as they fall from the sky. Children use a variety of different materials, painting and printing techniques to develop their creativity and imagination. Children enjoy using the musical instruments, they have fun as they tap out rhythms and beats and play the instruments loudly or quietly.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with use of praise and encouragement. Children are beginning to learn about the wider world through planned activities and topics such as Chinese New Year and Diwali. Staff ensure that the resources represent individuals from other cultures, however, resources that positively reflect special needs and gender roles are limited. This limits children's knowledge and awareness of others.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example, they share construction toys and take turns at the water play. Children's independence is fostered as they access the bathroom when they need to and get themselves dressed after PE. They have opportunities to self select their toys and initiate their own play. Children are encouraged to help each other to tidy up when the tidy up music is played. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive very good written information on how the setting operates. They are invited to give their views on a regular basis through ongoing discussion, a suggestion box and completion of a questionnaire. Children enjoy taking 'Barnaby Bear' home for the weekend and parents are encouraged to take photographs or help children write a diary of the weekend. The partnership with parents and carers who receive nursery education funding is good. They receive detailed information on the educational programme provided for their children. Regular letters inform parents of current topics and suggestions of items that children may bring from home. Staff encourage children to take home nursery rhyme sacks to share with parents along with suggestions how they can extend their learning at home. Parents are also invited to parents meetings to discuss their child's assessments and attainment. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending.

Children with special needs are warmly welcomed into the setting. Staff have a good understanding and awareness of special needs and offer appropriate support and

experiences to all children. They work well with parents and other agencies to meet children's individual needs.

Organisation

The organisation is satisfactory.

Children are comfortable and feel secure in the well-ordered surroundings. Space and resources are organised well to provide a good range of play opportunities for children. The setting is clear in its aim to offer the best for the children in their care. Children benefit from a staff team that are committed to training and development to improve their practice. They are familiar with the routine and they are confident to approach staff to ask questions and request support. A key worker system is being developed to ensure that children are cared for by consistent staff.

There are suitable recruitment procedures which ensure that staff are appropriately vetted. However, the induction procedure is not fully effective, as new staff are not made aware of all policies and procedures and the National Standards. This means children's welfare is compromised. There is a high ratio of staff to children to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Policies and procedures work well in practice to keep children healthy and safeguard their welfare.

The setting receives support from the early year's teacher and senior nursery nurse, from within the school, to assist in planning the educational activities. The management committee takes an active part in the setting and monitors the educational provision well. They are committed to continuous improvement and development. Areas where improvements are needed have been identified and procedures put in place to address them. For example, the development of the outside play area. Staff are clear in their roles and are supported with regular meetings and ongoing training. The planned introduction of an appraisal system will further ensure the educational programme is delivered effectively. Consequently, the leadership and management of the setting is good.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The complaints record may contain complaints other than those made to Ofsted. The provider is required to keep a record of complaints made by parents, which they can see on request.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the child protection statement includes procedures to be followed in the event of an allegation made against a member of staff or volunteer and ensure that all staff are aware of child protection procedures
- conduct a risk assessment of the premises to identify risks and actions to be taken to minimise identified risks and ensure that all children are aware of emergency evacuation procedures
- increase further resources that promote equality of opportunity and anti-discriminatory practice
- develop further the system of induction to ensure all staff are aware of all policies and procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the system of observation and assessment to inform planning for children's next steps in learning to ensure all children are challenged (also applies to care)
- increase opportunities for children to link sounds with letters.

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