



## **HAY Under 8's**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY294642
<b>Inspection date</b>	26 September 2006
<b>Inspector</b>	Patricia Jane Daniels
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<b>Registered person</b>	Hounslow Action for Youth (HAY)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Caterpillar Playgroup is part of a local charity, Hounslow Action for Youth, which also operates a breakfast club on the same premises. It opened in 2004. The group operates from Hanworth Youth Centre, Hounslow. It is situated in a community centre in Hanworth, Middlesex and is close to local transport links. The breakfast club is open daily during school term time from 08:00 - 08:40, and is provided for children who attend Oriel primary school.

The playgroup is open each weekday during school term time from 09:00 to 11:45. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 36 children from two to five years on roll. Of these, ten receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The nursery employs four permanent staff, and two staff who provide cover for holidays and sickness. All the staff, including the manager, hold appropriate early years qualifications.

The setting receives support from the local authority childcare and development partnership, portage workers, the local authority special needs co-ordinator and health visitors.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a clean environment. Staff follow some good hygiene practises, such as cleaning the tables with anti bacterial spray before snack time. Children are reminded to wash their hands after using the toilet and before eating, some know that they need to wash if their hands are dirty. Sometimes the paper hand towels are out of children's reach and they might not be able to dry their hands after washing.

A system is in place to record consent to administer medication, so that children receive medicines in line with parents' wishes. The majority of staff have training in first aid, ensuring that children have access to appropriate treatment if needed. The policy for sick children and exclusion is not clear, so parents might send children to the group when they are a possible source of infection for others.

A jug of fresh drinking water is available at all times, which encourages children to help themselves if they are thirsty. Children's dietary needs are recorded and displayed for staff, so that any requirements are followed. The group offers a healthy snack that includes fruit every day, which encourages the children to eat a nutritious diet from a young age.

Children have regular daily opportunities for outdoor play and they enjoy moving around spontaneously. They play on trikes and scoot around in the toy cars, changing direction and speed to avoid each other. The children play outside most days, in almost all weather. In this way, they enjoy the benefits of fresh air and exercise. Children use one handed equipment such as crayons and scissors, which helps to develop their coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

All areas used by children are bright and well maintained, with displays of artwork, posters and toys to create a welcoming appearance. The pre school room is located within a community centre, and a secure entry system makes sure that unwanted visitors do not gain access at the main entrance to the group. A daily risk assessment is undertaken to ensure that all children's areas and resources are free from hazards, inside and out. However, the safety check is not documented for all staff to follow, or recorded on a daily basis. Some potential hazards have

not been considered. For example, some children wear dangly earrings, which could become pulled during play. Staff have hot drinks when they sit with the children at snack time, and the rear door of the room used is not locked at all times.

Children develop awareness of safety through reminders from staff. For example, a child is told how to hold scissors safely and to sit down, not walk around. Fire drills are held to ensure that staff and children become familiar with the routine, and can evacuate the premises quickly and safely.

Staff have a good understanding of their role in safeguarding children. However, there is no system to ensure that parents are informed of the staff's role in this area.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Generally, staff have a warm relationship with the children. New children are offered support and reassurance to help them settle and develop confidence. They are introduced to the established children, so that they feel accepted and welcomed. Planning for children under the age of three years shows that all areas of development are covered, and children experience a range of activities. Observations of the new children are not taken during the first half term. As a result, the starting points and initial progress made by new children is not clear.

At circle time, the children are told about the theme for the day and the related activity. During this time, children are invited to share news with the others, and staff offer support to help build the children's confidence. The opportunity for children to be independent and make choices for themselves is limited. There are periods of free play, and some resources are stored in labelled drawers for children's selection. However, activities are timetabled and children follow the directions given by staff. For example, the art and craft activity is only available for children for a short period of the session.

### **Nursery Education**

Children over the age of three years have generally developed confidence and enter the group eagerly. They are interested in the activities and beginning to learn about the rules for behaviour within the group. Some are beginning to develop relationships with other children, and they enjoy playing together.

Children have opportunities to recognise their names at circle and snack time, and some are making marks to represent their names. They enjoy joining in with number rhymes and use gestures to express themselves. They show interest in numbers and shapes, but have few opportunities to solve number problems in everyday situations.

Children visit the local library, which gives them an opportunity to find out about the community in which they live. They enjoy exploring the activities presented, but have very little opportunity to investigate technology. Children can identify different colours, and some spend time mixing different coloured paint and exploring the texture with their fingers.

The quality of the teaching and learning is satisfactory. The system for evaluating activities is not used by all staff, so areas for improvement are not highlighted. Some resources are stored within children's reach for their selection, but generally, activities are adult led. Staff encourage children to attempt activities such as writing their names, and ask questions to support and extend their learning. However, the staff are not consistent in their practice, and sometimes overly direct the children's play and learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Information about children's needs and preferences is sought from parents and recorded, so that it is available for staff to follow. However, not all staff are familiar with this, and so do not always have a clear understanding of children's needs from the start. Children begin to learn about the diversity within our society through resources and themed activities. For example, some displayed pictures and toys depict a variety of people from different ethnic groups.

Staff have experience in caring for children with learning difficulties and/or disabilities. Additional staff are deployed to offer support when possible, although sometimes they become involved in helping other children. Makaton sign language is used to augment communication and help children understand.

Children are encouraged to share and are praised for their achievements and positive behaviour. Sometimes staff do not manage children's behaviour appropriately, in line with the policy. For example, they might not offer an explanation, or sometimes raise their voices when speaking to children. This approach does not help children to understand what they need to do, or promote their self-esteem.

Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents receive a brochure about the group when their children first start, and a written report outlining each child's progress is provided annually. Staff and the manager are always available at the beginning and end of the day to share any concerns and observations with parents. Parents receive regular newsletters outlining events in the nursery, and suggesting how to help their children's learning at home. Information about the curriculum planning for the Foundation Stage is displayed in the foyer for parents.

### **Organisation**

The organisation is satisfactory.

A suitable recruitment procedure ensures that staff are suitable to work with children. The majority of staff hold childcare qualifications, and the manager encourages them to attend ongoing training in childcare practice. A named deputy who can take charge in the absence of the manager is not in place. The group operates a key person system, to coordinate information about children's needs and progress. However, new children are not allocated to a member of staff for the first half term. This is not in line with the current policy.

Parents complete a signing in and out sheet, which is used as a register of children's attendance. However, it does not clearly state the hours when children are present. There is no clear record to show the hours of staff attendance, or when visitors are on the premises. In the event of need to check historical records, children may not be fully protected. Also, in event of an evacuation the group may not be able to ensure every child is accounted for and protected. The manager has implemented a system to accurately record the attendance hours of children, staff and visitors.

Documentation relating to the welfare of children is in place. However, the policies that govern the group's practice are not all in place, fully understood by staff or accessible to parents. This means that practice within the setting can be inconsistent and parents do not have a full understanding of the procedures.

The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. The manager has sole responsibility for planning the delivery of the Foundation Stage curriculum, and staff are informed at monthly meetings. Staff have regular appraisal meetings to identify training needs. The manager has identified the strengths and weaknesses of the group and has developed systems to help staff understand the Foundation Stage. For example, she has written plans to guide staff on how to improve the learning opportunities presented within snack time. Some staff have attended Foundation Stage training, to improve their understanding of the way children learn.

### **Improvements since the last inspection**

The quality and standards of nursery education were judged inadequate at the last inspection. Ofsted requested that the provider should increase the staff's knowledge and understanding of the Foundation Stage, use observations of children's learning to plan the next steps and inform and include parents in their children's learning.

The provider has developed staff understanding by giving training in this area, so that the children benefit from improved delivery of the curriculum. Observations of children are made and plans for activities identify the next steps in children's learning. Sometimes the observations are not dated for clarity. Parents receive written reports about their children's progress and the curriculum planning is displayed. Newsletters suggest activities to support learning at home. This enables parents to become involved in their children's learning.

Ofsted also requested that the provider should offer children free access to drinking water, carry out regular fire drills, maintain rooms at an adequate temperature and enable children to make choices about activities. Children now have a jug of water provided, so that they can have a drink when they choose and do not become thirsty. Regular fire drills are held, so that staff and children learn how to evacuate the building quickly and safely. The radiators have been turned down to maintain the rooms at a comfortable temperature for children. Children have

some opportunities for choosing activities from sets of drawers containing toys and equipment, but the main art and craft activities are only available for a short period during the session.

### **Complaints since the last inspection**

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

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

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### **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):

- provide a comprehensive written risk assessment that highlights potential hazards and the steps taken to minimise risks to children
- ensure that all staff are familiar with the behaviour management policy and implement the procedures consistently
- ensure that all staff are familiar with the needs of new children
- ensure all policies are in place, understood by staff and shared with parents.
- maintain an accurate register of attendance, which records the hours of attendance of staff and children.

#### **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):

- improve the staff's delivery of the Foundation Stage curriculum within all activities
- implement a written system to evaluate the activities provided

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