



Bright Horizons (Walmore Hill School)

Inspection report for early years provision

Unique Reference Number	101733
Inspection date	13 June 2006
Inspector	Angela Cole
Setting Address	Walmore Hill, Minsterworth, Gloucester, Gloucestershire, GL2 8LA
Telephone number	01452 750 373
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Registered person	Bright Horizons (Walmore Hill School)
Type of inspection	Integrated
Type of care	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.

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 good. 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?

Bright Horizons (Walmore Hill School) is managed by a committee made up of parents of children at the group and members of the local community. It opened in 1997 and operates from Walmore Hill County Primary School situated on the outskirts of the town of Westbury-on-Severn in Gloucestershire. The group has use of the school hall and associated facilities. There is an enclosed hard-standing area for outdoor play. A maximum of 14 children may attend the setting at any one time. The

group is open on Monday and Thursday during school terms from 08.45 to 11.15 and on Tuesday from 09.00 to 11.30. Pre-School sessions are held on alternate Wednesday mornings from 09.00 until 11.30. The committee runs other sessions at a nearby primary school in Westbury-on-Severn on Monday and Thursday afternoons and alternate Wednesday mornings from 12.45 until 14.45.

There are currently 15 children aged from two and a half years to under five years on roll. Of these, 11 children receive funding for early education. Children attend from the local village and outlying areas. The setting currently supports a number of children with learning difficulties.

The group employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The staff are supported by parents on rota duty and has strong links with the local school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, light premises. They learn the importance of good personal hygiene through well planned routines and staff's clear explanations of the benefits of thorough hand washing and wiping. Consistent procedures, such as daily cleaning of tables sustain high levels of hygiene and help prevent the spread of infection. Children who become ill are individually cared for and the risk of cross infection is minimised as parents are aware of the importance of keeping those who are sick at home. Children receive good continuity of care through the sharing of information with parents about very occasional accidents and if medication is required.

The children learn the importance of taking regular drinks as staff explain clearly that this is a way to maintain their health. They help themselves to easily accessible drinking bottles or cups of water throughout the session. They pour healthy drinks of milk or water and choose from a good range of nutritious snacks, including cucumber and pitta bread with dips. The foods comply with all special dietary requirements to ensure children remain healthy. The children gain an effective understanding of the value of good nutrition as they select and discuss pictures of healthy foods for a poster used in the role play area.

Children handle a wide variety of materials and tools safely to develop good small muscle skills. For example, they carefully place collage materials and show competent threading and skilful use of scissors. Children have appropriate opportunities to learn the importance of physical activity in maintaining a healthy lifestyle. They learn balance, co-ordination and spatial awareness through regular physical sessions and active play, using wheeled toys considerably in the playground. They have occasional opportunities to construct with large materials such as boxes and to climb using steps. Children gain independence in self-care skills with regard to toileting and managing their lunch boxes. They learn to clear

away toys which they have taken from storage and willingly help each other to tidy the room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely and safely within the child-orientated environment. This is because staff supervise the children constantly and possible hazards are identified to minimise the risks. The children arrive and leave safely as parents and staff work together to keep the premises secure with correct use of gate chains and door codes.

The children safely use resources that are appropriate to their age and stage of development. They may independently select activities from a wide range of good quality toys and equipment that meet safety standards. They have very few accidents which staff monitor closely for any pattern of causes that can be adjusted to enhance the children's safety. Children think about their own safety as they regularly practise how to leave in an emergency. They learn to keep themselves safe when carrying heavy items, such as baskets of vegetables and they understand the requirement to walk around the playroom.

The staff safeguard and promote children's welfare and have all the required procedures in place. They all hold a current first aid certificate and have recently completed appropriate courses on protecting children. The written child protection policy is detailed and a copy is given to parents. The staff have a comprehensive understanding of child protection issues and local procedures so they may confidently handle any concern effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and keen to come to this group. They enjoy themselves within the relaxed atmosphere that is flexible to accommodate their interests and depths of concentration. Staff are friendly and caring and have a good knowledge of how children learn through play. The adults are approachable so children are sure of a kind response and develop confidence in making their needs known. The children are involved in a wide range of interesting activities that promote their emotional, physical, social and intellectual capabilities. As younger children now attend, the staff plan to increase their knowledge of the Birth to three matters framework to link their observations with the relevant areas of development. All children are fully involved in the life of the group and are well supported at each activity of their choice. For example, they are fascinated outdoors when bubbles blow away in the wind.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals in the six areas of learning and very good progress in mathematical development. Children develop a good sense of number and use this

both in everyday activities as well as in their play. For example, they recognise the prices of vegetables to count out 14 pence to pay for an order and use their counting skills to ask for the correct number of snack plates. They confidently work out two less in challenging number songs and enjoy posing their own problems as well as eagerly working out those offered by adults. Children learn new ideas and skills to develop their knowledge and understanding of the world. They competently use technology to enhance their learning, including operating a CD player, digital camera and computer. They become well aware of the world around them through topic work such as 'mini beasts' which includes close examination of tiny animals found outdoors. They celebrate festivals from other cultures such as Chinese New Year through dance and tasting different foods.

There are no differences in learning between groups of children such as girls and boys, for example, in creative development. Children use their imagination well and express their ideas in various forms including designing machines with buttons from recycled materials. They enjoy singing familiar songs and respond to music by saying how it makes them feel. They frequently use their senses to explore objects and materials when mixing paint colours, tasting fruits and listening to hidden sounds. The well-resourced role-play area and focused adult support effectively stimulate the children to act out real-life situations, including shop keeping and buying. Children see many words in their play environment and watch adults scribing their words, for example, on extensive 'shopping lists'. The children make good progress in relation to their starting points in communication, language and literacy. Most children use language well to communicate. They enjoy chatting to each other and staff about events in their lives and some are confident to speak out in the group. They learn the sounds in their names and write their names on work when they are ready. Children listen with interest to whole group stories and to explanations of new words such as 'herring'.

The staff have a secure knowledge of the Foundation Stage which they use to plan a broad range of stimulating learning experiences for the children. The planning clearly links with the daily assessment of children's progress through the stepping stones towards the early learning goals. Staff evaluate the activities and children's responses and effectively use this information to plan for the group. The play environment is well organised to promote children's concentration on their activities and independence in selecting activities for themselves. Children enjoy playing with a wide range of resources, including some that staff make themselves. They make good use of a wide range of small physical equipment though do not regularly construct with large materials or show increasing control to climb. Staff closely observe the children to build up a profound knowledge of individuals which they use effectively to support and challenge each child at their own level. They value the children's ideas and skilfully use these as starting points to extend their learning.

Helping children make a positive contribution

The provision is good.

The children receive good support to settle. They make close relationships with the staff and each other in a caring environment where kindness is rewarded. The staff

provide resources that positively represent the children who attend as well as giving them experience of needs that are different from their own. The children receive active help from staff to develop self-esteem and to help them to adapt to changes in their lives, such as moving on to school.

The children behave well in the calm atmosphere of the group. They know the routine and discuss what is expected, such as saying 'please' and 'thank you' as modelled by staff. The children are co-operative and respond well to praise and encouragement given by staff for effort as well as achievement. They willingly take turns, for example, on the balancing beam and quietly share materials such as play dough. In this small group, staff get to know individual children and their families well. Children with additional needs are suitably supported in close liaison with their parents and staff seek any necessary contact with outside agencies to help each child to be fully included. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff promote regular communication with families which effectively contributes towards meeting children's individual care and learning needs. Parents receive comprehensive information about the setting, the curriculum and the children's achievements to foster consistency in their care and education. This includes a clear prospectus, daily notices, detailed newsletters and accessible record folders. Parents are welcomed into the group to work alongside the staff and to share their skills so they are meaningfully involved in the children's learning.

Organisation

The organisation is good.

The children are cared for by an enthusiastic staff team who have good knowledge of child development and of the importance of children's play. There is a clear recruitment procedure which ensures all staff are suitable to work with children. Good use is made of the shared premises as furniture and storage are successfully arranged to create different areas for the children to develop and learn. Children benefit from the ample adult support that ensures each receives continuous adult attention.

All legally required documentation with regards to children's health, safety and well-being is in place and many policies are given to parents in the welcome booklet. The group has set up a log to record any complaint and this is compliant with Ofsted's requirements. Staff describe procedures that will be used on outings away from the school premises though these are not recorded. The group is particularly well organised to foster the children's welfare in an environment that has to be re-created each session. For example, parents help to keep the detailed register so the actual times of their child's attendance are clearly recorded. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The small committee is highly supportive and encourages the staff to develop their roles through training. The experienced play leader is well qualified and provides a strong role model for the adults in the group. She sensitively explains children's expected learning and delegates responsibilities to foster staff's confidence and professional development. The management and staff

are highly committed to providing good quality provision through an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection required the setting to notify the regulator of all significant changes in the provision. It recommended that the group developed its policies, procedures and the resulting operational plan to efficiently and safely meet the needs of children. The group was also recommended to improve its employment policy and the system to record administered medication.

The setting now informs Ofsted of relevant changes in key personnel. The operational plan is reviewed to ensure suitable staff recruitment and induction arrangements are in place and shows how the provision is organised to meet children's needs. The group's policies and procedures have been developed and include a system to keep a written record, signed by parents, of medicines given to children. This ensures all required documents are in place for the welfare of children. The committee takes proper precautions to minimise potential hazards through a detailed assessment of risks on the premises. Staff are well aware of the procedures to protect children on outings though these are not yet formalised into a written policy. Positive steps have been taken to promote children's safety in the setting and on outings.

The previous education inspection found the provision was acceptable but had significant areas for improvement as children's progress towards the early learning goals was limited by some significant weaknesses. The inspection recommended improving staff's professional development and monitoring of the provision. This referred to staff's knowledge of the Foundation Stage and planning with particular regard to communication, language and literacy, mathematical and creative development. The group was required to improve the partnership with parents through their understanding of the curriculum, sharing of children's progress and involvement in their learning.

Staff are effectively encouraged to develop professionally and have considerably increased their knowledge of the Foundation Stage, early learning goals and stepping stones. As a result, they successfully use these to plan for children's progress with particular regard to communication, language and literacy, mathematical and creative development. All aspects of the provision are effectively monitored to support the children's further achievements. The setting has improved the partnership with parents to regularly exchange information about children's progress. Families now benefit from accessible information on the Foundation Stage and how it works in a group situation. This results in parents contributing significantly towards the children's learning.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 there are written operational procedures for the safe conduct of any outings provided.

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):

- extend children's physical development to regularly construct with large materials and show increasing control in using equipment for climbing.

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