



## **Newnham Early Birds**

Inspection report for early years provision

<b>Unique Reference Number</b>	101699
<b>Inspection date</b>	03 July 2006
<b>Inspector</b>	Shirley Ann Jackson
<b>Setting Address</b>	Station Road, Newnham, Gloucestershire, GL14 1AT
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<b>Registered person</b>	Newnham Early Birds
<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 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?

Newnham Early Birds is located within the grounds of the local primary school. It operates from a portacabin with one playroom, kitchen area and toilets. There is an outside area available for outdoor play. The group can support children with learning difficulties or disabilities. There are no children on roll, who have English as an additional language. Children attend from the local area and surrounding villages.

Sessions run from 09.00 until 12.00 mid-day on Monday, Tuesday and Thursday

each week during term time. On Tuesday the group offers a lunch club which continues after the session until 12.45 when children bring a packed lunch. On Friday, there is a group for rising fives from 12.15 to 14.45. There are currently 20 children on roll aged from two to four years.

The playgroup is managed by a voluntary committee of parents who employ three members of staff to work with the children. The play leader and one of the assistants hold recognised level 3 qualifications in childcare and education. The other assistant is currently studying for a recognised level 2 qualification in childcare. Staff have also attended training courses in child protection, first aid and the early years curriculum.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow a well-established hygiene routine, for example, washing their hands after messy play, using the toilet and before eating. Children learn the importance of good hygiene as they see staff take care of the setting, such as cleaning the tables and sweeping up. Occasionally the children will get involved in this, for example, a child swept up the rice which spilled out of the sand tray. This builds their awareness of looking after their environment and their willingness to help others.

Children have free access to drinking water. Named water bottles are available throughout the session. Children are offered a healthy, balanced variety of different foods at snack time. This builds an awareness of healthy eating and diet. However, children are not encouraged to further develop their independence skills by pouring their own drinks at snack time.

Children make frequent use of the outdoor space for fresh air and exercise. During free play time they can choose if they want to play inside or outside. Children confidently use equipment requiring hand-eye co-ordination, for example, bats and balls and threading beads. They confidently move in a variety of ways as they move inside the play tent and use the climbing frame. Children adjust speed and change direction to avoid obstacles when they ride on wheeled toys. They occasionally take walks in the surrounding areas. Children demonstrate increasing skill and control in the use of mark-making implements, construction sets and small world activities, such as, using chalk on the flag stones and pencils at the writing table. Children begin to show an awareness of a range of healthy practices, such as, why they need to use sun cream when playing outdoors. However, staff did not offer hats to those who arrived at the setting without one.

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

The provision is good.

Children are cared for in a safe and secure setting. This helps to ensure that children cannot leave the premises unsupervised. The premises are welcoming and well maintained. Children are supervised well as staff are alert to hazards. Children

benefit from activities which help them to understand about risks to their safety, for example, when moving the large wooden planks to look for mini beasts. Children are encouraged to think about the consequences of their actions, for example, when playing with bats and balls beside the other children.

Children play safely as they use equipment that is suitable for their age and stage of development. Staff set this out carefully, selecting appropriate resources for different age groups. Children independently select some resources and activities from accessible storage of a good range of toys which meet safety standards.

All staff attend child-protection training so they are able to identify if a child is at risk. They know what to do if they have concerns about a child's welfare and procedures ensure that children are protected should an allegation be made against a member of staff.

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

The provision is good.

Children generally take part in a stimulating and balanced range of activities which help them make progress in all areas of their development. Staff observe and record what children do to help them plan for the next stages in their play and development. Each child has their own progress file and a scrapbook with photographs and examples of their work included. Children enjoy frequent opportunities to make choices for themselves. They select their own activities and resources from the variety on offer. Children relate well to each other. They share and take turns willingly. They are involved and interested in their play, concentrating for long periods on specific activities. Children are relaxed and confident in the setting. Staff have developed a warm and caring relationship with them.

#### **Funded Nursery Education**

Teaching and learning is good. Staff have a sound knowledge of the Foundation Stage. They find out about children's interests and needs and effectively build on this information to motivate children to learn. They plan interesting and stimulating activities and experiences for the children. Over time, these cover all areas of learning to ensure children's progress in all areas. Staff effectively interact in children's play to give clear explanations and offer challenging questions. For example, talking about the names of insects found in the garden and explaining why they might not like to be put in the wormery. The use of space, time and resources is good. Children are given time to complete their work and activities are well resourced. Assessments are used effectively to plan and to inform parents of their child's progress.

Children respond to simple instructions from adults. They all join in with tidying up and enjoy frequent praise and encouragement from staff. Children increase their vocabulary as staff introduce them to new language, for example, when looking for mini beasts. They use language for thinking, talking through their activities, reflecting on and modifying their work. Children are beginning to recognise familiar words, for example, they find their own named water bottles and name labels at snack time.

Books are generally used effectively throughout the setting to promote children's learning. Children have free access to mark-making equipment such as paint, pencils and chinks, both indoors and outdoors. Some children begin to form recognisable letters, but they aren't always encouraged to name their own work.

Children show an interest in numbers and counting. They use numbers spontaneously during play, for example, talking about having two snails on a paper plate. Children use some numbers accurately in play, for example, the child who said "ten minutes and then it's my turn". They use size language such as big and little. Children have opportunities to measure and estimate as they use funnels and bottles to fill with rice. They enjoy joining in with number songs and rhymes. Number lines and posters are displayed at child height.

Children excitedly explore the outside space searching for worms and mini beasts. Staff provide picture cards to help children identify what they find and to talk to them about where the insects live and what they eat. Children have time to examine objects and living things to find out more about them. This helps to develop an interest in the natural world and how to look after it. Children remember significant things that have happened to them, such as, going on holiday. Children show an interest in information and communication technology. They know how to use simple battery operated equipment, such as, a radio, torch, camera and microwave in their role play. Children investigate construction materials and realise that tools can be used for a purpose. They are gaining an awareness of the culture and beliefs of others by looking at different festivals.

Children explore media and materials. They recognise and name a variety of colours and mix paints together to create new shades. Children join in with favourite songs and show an interest in the way musical instruments sound. They use available resources to create props to support role play, such as, the dolls and clothes. Children show an interest in what they see, hear and touch, responding, expressing and communicating their ideas as they observe worms, slugs and snails and explore clay, shaving foam and play dough.

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

The provision is good.

The setting has a clear regard for equal opportunities issues. Children have equal access to toys and activities and this choice is respected. Children learn about the culture and faith of others through celebration of different festivals. The play leader builds on this by reading stories in different languages. Children's spiritual, moral, social and cultural development is fostered.

Children settle quickly and relate well to staff. Adults encourage them to make choices, for example, during free play time. Staff use praise and encouragement, building children's self-esteem and confidence. Staff use positive language and give clear explanations of expected behaviour. Staff are positive role models for the children as they treat them and each other with respect. Children follow this lead and behaviour is generally good. Wall displays show photographs of the children and examples of their work. This values the children's work and builds self-esteem and a

sense of belonging.

Children separate from their carer with confidence. They seek out other children to share their experiences, such as, going outside to play together. Children demonstrate a sense of pride in their own achievements, for example, a child squealed with delight as he caught a fish at the water tray. Children show increasing independence in selecting and carrying out activities. Some children persist for extended periods of time at an activity of their choosing. For example, the child who spent some time threading beads on to string until he had brought it to a satisfactory conclusion. Children show a strong sense of self as a member of their family, for example, they talk freely about their home life and members of their families. They show care and consideration for others and have an awareness of the boundaries set and the behavioural expectations within the group. They operate independently within the environment, choosing activities and resources for themselves.

Staff have regard for the Code of Practice for the identification of children with learning difficulties or disabilities. The play leader is the designated staff member with responsibility for supporting such children. She works with parents and other professionals to ensure that suitable care is provided.

Partnership with parents and carers is good. They are provided with clear information about the setting and the curriculum followed. Parents are able to gain greater knowledge of how activities help their children to learn, by helping during sessions. Parent's opinions are sought through an annual questionnaire to ensure that the care provided meets children's needs. Parents do not currently have access to information about complaints. There is no complaint log in place, but parents do have the contact details of the regulator in the complaints policy. Parents have daily opportunities to speak to staff. Discussion with some parents suggested that they are happy with the setting and the progress their children are making.

## **Organisation**

The organisation is good.

There are sound procedures for appointing and vetting new staff. New team members are initially supervised and mentored. The person in charge of the setting is appropriately qualified to provide care for young children. Staff are committed to further training to aid their professional development as well as benefiting the children attending the group.

Good use is made of space, time and resources so children are effectively supported. There is a clear staff structure and staff work well together as a team. Children receive good levels of adult support as mandatory ratios are maintained at all times.

Records are accessible, stored securely and confidentiality is maintained. The daily register provides an accurate record of children's attendance. The certificate is displayed clearly so parents have free access to information about the conditions of registration.

The leadership and management of the setting is good. Staff are clear about their

roles and responsibilities. Their practice is regularly reviewed followed training. Staff are supported by an enthusiastic committee. There are strategies in place to monitor children's progress and the setting makes good use of the help and guidance provided by the Foundation Stage consultant. The development plan to address areas for improvement of the group is only carried out verbally. Some links have been formed with the nearby school. The setting meets the needs of the range of the children for whom it provides.

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

At the last care inspection the group agreed to obtain written parental permission for emergency medical treatment and to improve the resources and activities that reflect positive images of disability.

Staff have amended registration forms to ensure that parental consent for emergency medical treatment or advice is obtained. This has improved children's care in an emergency situation. Resources have been purchased to raise children's awareness of disability.

At the last education inspection the group agreed to improve the links between assessment and planning to show how the needs of individual children are met, make more opportunities for children to count and recognise number and expand planning to include opportunities for children to become familiar with everyday technology.

Children now confidently use numbers spontaneously during their play, for example, counting the number of snails on a plate. Staff have planned number songs and rhymes to encourage children to use numbers. They have also provided number lines at child height to give children the opportunity to match numerals to items.

The play leader has completed a training course in technology to support her in offering this to the children. Children confidently use telephones, radio, torch and microwave in the role play area. Staff have found linking assessment and planning challenging. They have recently changed the way plans are put in place and have used the same paperwork for assessments. Although this system is in its infancy it appears to work well for the staff.

### **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.

## **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 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 that children are encouraged to wear hats when the weather is very hot
- build on children's independence skills by encouraging them to participate more during snack time

#### **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):

- encourage children to name their own work
- provide evidence to identify areas for improvement within the group

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)