



Hunni-Bees Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY331861
Inspection date	28 September 2006
Inspector	Geneen Yvonne Hulse
Setting Address	Hunningley Primary School, Hunningley Lane, BARNSELY, South Yorkshire, S70 3DT
Telephone number	01226 774561
E-mail	kirstymaude@barnsley.gov.uk
Registered person	BMBC
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 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?

Hunni-Bees Children's Centre opened in March 2006 and is situated at Hunningley Primary School, in Kendray, in Barnsley. Children come from the local and surrounding areas. The day care centre operates from a large playroom attached to the main school building. There is a secure enclosed outdoor play area available to the children.

A maximum of 36 children aged from birth to five years may attend the centre at any one time; of these, not more than six may be under two years. The centre is open Monday to Friday, for 50 weeks of the year, from 08:00 to 18:00 and children attend for a variety of sessions. There are currently 31 children on roll, of these, four receive funding for early education.

Three staff are employed to work with the children, of these, all hold appropriate early years qualifications. The centre manager is a qualified teacher with an additional teacher assigned

to the setting on a part time basis. Hunni-Bees Children's Centre is managed by Barnsley Education Authority. The setting receives support from the early years consultant and teachers at the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children take part in and enjoy a broad range of activities that contributes to keeping them healthy. They enthusiastically enjoy indoor and outdoor activities on a daily basis to develop their physical skills enjoying riding bikes, climbing and playing ball games. Good use of outdoor space allows children to explore in all weathers. They relax and have fun in the playhouse, investigate mini beasts and play chasing games. Children manipulate small tools well, such as scissors, pencils, glue spreaders and paint brushes, to successfully develop their fine motor skills.

Staff provide numerous opportunities for children to talk about being healthy through the use of projects and planned topics, which are backed up with displays and discussions at snack and meal times. They enjoy trying breads from around the world including garlic, Naan and Chiabatta. Children are developing a good awareness of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They talk about milk being good for your bones and making teeth white, and demonstrate a clear understanding of their likes and dislikes. For example, talking about strawberries being their favourite and liking fish fingers for lunch. They enjoy social snack and meal times where they sit together and chat about what they have done at home and at the centre. Children enjoy nutritious home cooked school meals, and staff take into account children's individual dietary needs when planning and preparing snacks. Information about children's allergies and specific needs is displayed to remind staff. Babies and young children follow home routines as agreed in care plans and information is recorded for all children to ensure parents are kept well informed.

Children are cared for in a warm, clean environment, where effective methods ensure they develop good personal hygiene practices. They are starting to know their personal needs, for example, getting tissues and washing their hands when messy. Posters and picture prompts in the bathroom remind them of routines for hand washing and helps them understand the order and process. They understand the importance of good practice and demonstrate it in their play and activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where all risks have been minimised. They move confidently to negotiate their way around both indoors and out, developing their independence and learning to keep themselves safe. Children understand not to run indoors and carry chairs with care, as staff sensitively remind them of good practice. Regular discussions and topics help children learn about keeping themselves safe and build on their awareness. For example, walks around the local area remind them how to cross the road and take care of

themselves. Experienced staff are vigilant in ensuring that the premises are safe and secure by effectively monitoring all visitors to the setting and the use of security keypads on all doors.

Children make choices from a wide and stimulating range of toys, which are easily accessible on low shelves, in well planned areas of the playroom. They can find space to be quiet to look at books, use their creativity in well resourced craft areas and extend their imagination through role play and in small world areas. The playroom is divided to enable mobile and non mobile children space to explore freely and safely. Children benefit from daily access to a well resourced outdoor area, however, opportunities to choose between indoor and outdoor activities is limited due to the shared school yard.

Effective procedures are in place to support good practice. The staff team are well experienced, demonstrating a broad knowledge of child protection procedures. They know how to keep children safe as they have all completed basic training, and the centre employs a family support worker who offers guidance and advice as needed. Staff understand their role in protecting children and use this information effectively to promote the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the centre. They make good progress in all areas of development as knowledgeable staff plan activities and experiences, which keep children interested and motivated. Staff effectively use of the curriculum guidance for the Foundation Stage and the 'Birth to three matters' framework to provide good quality care and education.

Children are well settled, happy and secure as they enthusiastically undertake a wide range of activities. They are confident and interested in their surroundings, establishing very good relationships with staff and children alike. Children actively make choices about their play, selecting resources and undertaking tasks from the broad and challenging range available. They are starting to demonstrate some independence to plan their own time and make decisions about what to do. Children confidently attempt to put on aprons to playing in the water and paint.

Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills, such as feeding themselves and cutting their own food at lunchtime. Children receive high levels of support from staff, who use observations and their knowledge of the children to build on what they can do to extend activities. The centre staff work effectively with the 'Birth to three matters' framework to support and challenge children under three to offer them a wide variety of meaningful and interesting experiences. For example, when making face biscuits they use a mirror to see and copy their features. Young babies are cared for in a warm, secure and sensory environment where their individual needs are responded to effectively. Children are well supported by sensitive staff who offer cuddles and reassurance to help them settle into a new environment.

Nursery Education

The quality of teaching and learning is good. Staff's broad knowledge of the Foundation Stage ensures that children make good progress in all areas of development. Children are interested and motivated to learn through the use of planned and spontaneous activities and experiences, which challenge and extend them. They use their imagination well during role play activities, making up simple stories when dressing up and playing in the baby clinic. They show good concentration skills and have free access to tools and materials, such as wooden bricks, Stickle bricks and Mobilo to construct simple and more complex models. They build and design, extending their imagination and their natural creativity, using a broad variety of craft materials and resources, including textured paper and materials to make face collages. Children are confident speakers and listen intently to each other, sharing experiences, talking about home, family and events with enthusiasm. Staff listen with interest to what the children say, offering support and suggestions to enhance their experiences.

Children are very confident and engage well with each other and welcome visitors. They share their achievements, talk about their brother's bike and show off their new trousers with pride. Staff use a wide variety of mediums to introduce children to words, such as using newspapers and magazines in the book corner and covering the mark making table with newspaper and different types of print. They play well together and alone, to enthusiastically progress their ideas. Behaviour is good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and show respect for others. They enjoy learning about the lives of others through topics and planned activities and happily explore their surroundings searching for mini beasts.

Children are introduced to number and problem solving, counting and sorting as part of daily routines and through music, songs and games. Observation systems are in the process of being developed to effectively monitor children's progress, and information from parents is sought to complete the picture. Children undertake a good balance of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions where appropriate. However, they do not always undertake additional opportunities to further extend their independence, for example, at snack time. Staff demonstrate a broad knowledge of the early learning goals and use this to plan a broad based curriculum to include all areas of learning. They effectively use open ended questions to extend children's language, develop their thinking and value what they say, using positive responses. For example, when finding a greenfly in the stickle bricks getting magnifiers to examine them more closely. Attractive and well presented displays of the children's work successfully contribute to promoting their self-esteem.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with staff and each other. They show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive consistent praise and encouragement for achievement and for trying out new skills, for example, when helping to tidy away and writing their names. Well planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider

world. They recall outings and discussions with enthusiasm talking about fasting at Ramadan. Children enjoy exploring the outdoors, local walks and visits to the town centre by train to broaden their knowledge of the community and their environment. Memory books are effectively used to reinforce and remind the children of what they have done and what they saw on their outings. They look at them with excitement, listening intently to the story lines and finding themselves in the pictures.

Staff and children share their home experiences with each other as part of planned and spontaneous activities. Children with special educational needs are welcomed into the provision, and systems are in place with other agencies to ensure the children are cared for according to their specific needs.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment, for example, when waiting to make a face biscuit and seeing how many can play in the water. Children follow good role models in staff, showing care and consideration for others.

Partnership with parents and carers is good. Staff ensure parents are kept well informed about what their children are doing at the centre and are continuing to develop systems to share information on a daily basis. They complete daily diaries for every child, showing meals and activities enjoyed throughout the day. Staff are starting to develop new recording and assessment systems to chart the children's progress through the centre and collect information from parents to follow themes and topics through at home. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of their children. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the setting are good. Effective organisation ensures that children's care and learning is well supported. Knowledgeable staff demonstrate a good understanding of their roles and responsibilities to ensure that children's individual needs are met. A newly established and experienced staff team work well together, following effective procedures that monitor and evaluate the provision. They have produced a file of evidence including action plans to support their self-evaluation and plan to use this to continue to review and develop practice. The management team effectively support committed staff who are involved in reviewing practice and adopting new procedures.

The centre staff team demonstrate a high commitment to training and development to consolidate practices and further enhance the provision. A comprehensive range of policies and procedures are in place to support good practice and offer an effective service. The staff team use many opportunities to meet together, share information and continue to develop working practices. Appraisals are used to effectively identify the training and development needs of the staff and centre. Staff are starting to make good use of observations and

assessments to monitor children's progress based on the 'Birth to three matters' framework and the Foundation Stage. Overall, the provision meets the needs of the range of the 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 registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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):

- consider how the range of opportunities for children could be extended to enable them to make choices between indoor and outdoor play.

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):

- consider offering children additional opportunities to extend their independence
- continue to monitor the effectiveness of the planning and assessment systems. (also applies to care)

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