



## **Barnetby Under Fives**

Inspection report for early years provision

<b>Unique Reference Number</b>	205687
<b>Inspection date</b>	08 June 2005
<b>Inspector</b>	Kathryn Margaret Clayton
<b>Setting Address</b>	The Village Hall, Silver Street, Barnetby le Wold, Barnetby, South Humberside, DN38 6HS
<b>Telephone number</b>	01652 688894
<b>E-mail</b>	
<b>Registered person</b>	Barnetby Under Fives Committee
<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?

Barnetby Under Fives first opened in 1983 and is run by a voluntary management committee. It is located in the village hall in Barnetby-Le-Wold, North Lincolnshire and serves the local community and surrounding area. Accommodation comprises a large hall with kitchen and toilet facilities. Care is provided for up to 26 children from 2 to 5 years. There are currently 25 children on roll, including 3 and 4 year olds in receipt of nursery education funding and children with special needs.

The group operates for five sessions a week during term time only. Times of opening are 12:45 to 15:15 Monday and Wednesday afternoon, 9:30 to 12:00 Tuesday and Thursday morning and 9:15 to 11:45 on Wednesday morning. The Thursday morning session is for four year olds only. Five staff are employed, all of whom hold or are working towards early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

All children enjoy a good level of general activity throughout the sessions both indoors and outdoors. They have suitable access to well spaced activities in the large hall, and enjoy exploring outdoors, when, for example going on a 'bug hunt'. Young children skilfully use small equipment, for example, the see-saw and begin to learn how to control their bodies appropriately as they enjoy a game of balancing bean bags. Children benefit from being given healthy eating options and suitable choices at snack time, including fruit and biscuits.

Children begin to understand the need to protect themselves in the sun by wearing hats and sunscreen through effective discussions with staff. Children start to learn about suitable hygiene practices as they are encouraged with hand-washing at appropriate times, however, the procedures are not as effective or comfortable as they should be because only cold water is used. Children's understanding is not extended through suitable discussions with staff, for example, of why they need to wash their hands.

Staff protect children's health and welfare by making sure they all understand current first aid procedures and by having the required documentation in place. However, staff do not ensure parents sign to acknowledge the medication record.

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

The provision is good.

Children are cared for in a clean and suitably maintained hall where they are effectively supervised by staff who have a clear overview of activities. Children are safe in the setting because staff have minimised risks indoors, by completing a comprehensive risk assessment. They make sure the premises are secure and have considered most aspects of fire safety. The safety of children arriving and leaving the sessions is ensured because of the vigilance of staff during these times. Children begin to learn about managing their own safety when away from the setting as staff support and guide their understanding very well, for example, by talking about why they need to wait at the edge of the car park. Children enjoy playing and using a broad range of safe, good quality equipment, toys and play materials.

Children are well protected because all staff have a good awareness of their responsibilities with regard to child protection. The staff group are well trained, have a

clear up- to-date procedure to follow and receive good support from the co-ordinator.

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

The provision is good.

All children enjoy a good choice of activities, for example, model making, sharing books, exploring sand, painting, construction, and counting mini-beasts. Children show wonder and excitement when building a tower together and watching it collapse. They make free choices in play, and are mainly actively engaged and interested. All children concentrate well, for example, when completing puzzles. Many children are very confident, they are well aware of routines and respond well to staff. Children are starting to make positive relationships, they join together in small groups as they play, for example, in the flower shop.

### **Nursery Education**

The quality of teaching and learning is good. Children make effective progress because the staff group have a good knowledge of the foundation stage curriculum and plan a clear programme of activities using the stepping stones to make sure the differing individual learning needs of children are well met. Children are often challenged to think and extended in their learning because of the staff's good use of questioning, for example, when learning about how plants grow. However, not all learning opportunities are well used, for example, at snack time. Children are very settled and confident because of secure relationships with staff. They are quite independent in their play as they wash hands in the hall, find their own aprons, and put their models away. Many children speak clearly and listen well, for example, to the register, to stories, and to general instructions. Most children can recognise their name and many are starting to recognise some letter sounds. Many children form letters correctly and some write their own names. Children enjoy stories and handle books correctly. They are given many opportunities to count and are confident as they count the legs on an insect, or the number of children present. Many children recognise numerals to ten, and sequence some numbers correctly. Children are starting to learn about addition and subtraction through singing suitable number rhymes.

Children explore and investigate eagerly because staff plan an interesting range of relevant first-hand experiences. For example, children enjoy finding out about the natural world as they go on a 'bug hunt' supported by good resources. They enjoy very good freedom of choice when designing and making their own models. They build confidently with large construction equipment and learn about the weather through appropriate everyday discussions. Children are very interested in exploring their senses using jelly or sand, and in noticing changes as ice melts. Children use small tools well, for example, brushes, glue sticks and spatulas. They use the space well and although all children skilfully use small equipment and have some planned time to use larger equipment, for example, a slide, older more able children do not receive a suitable physical challenge on a regular basis. Children enjoy singing sessions using musical instruments. Many children play very imaginatively, for example, in the flower shop. Children effectively explore colours through a range of

experiences including painting and paint mixing.

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

The provision is good.

All children are welcomed into the setting and children with special educational needs are given good support. Children benefit from clear and respectful interactions with staff, they are treated with equal concern throughout all activities. They have access to some resources reflecting a positive image of diversity. All children behave very well, many are confident and benefit from a strong relationship with staff who they approach easily. Younger children receive good support from staff as they begin to settle into the routine. Children learn to work together and to help each other through positive interaction with staff, for example, they receive praise and encouragement when they help to pack away as a group. This positive approach helps to foster children's spiritual, moral, social and cultural development.

All children benefit from a good partnership with parents. They enjoy sharing their achievements with parents at the end of the session and parents have good opportunities to share with staff what they know about their child through the comprehensive 'on entry' assessment. Staff continue to share very useful information with parents of all children including those who receive nursery education, through a twice yearly written profile that forms the starting point for discussions with staff about children's achievements. All children benefit, because parents are very positive about the setting, the friendly atmosphere, approachability of staff, and the progress the children make.

### **Organisation**

The organisation is good.

Children's welfare is protected and they progress well because staff are good role models, very well organised and work effectively as a team to meet the needs of all children. Children benefit from being cared for by a well-qualified staff group who give them very good support at all times, and make good use of the time and space available. The leadership and management is good. Staff evaluate activities undertaken and adapt them to meet children's needs. They effectively monitor the progress made by children through informal discussions and good record-keeping. Management make sure all pre-school policies and procedures are up-to-date and understood by all staff and that they are supported in their own development. Management have clear plans for the future development and continuing improvement of the group. They work well with local authority support services to continue to improve the care and nursery education provision. The needs of all children who attend are met.

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

Since the last inspection the safety of children has been improved, by making sure

the Child Protection Procedure is up to date and by staff attending relevant training to improve their knowledge and understanding of child protection issues. Children's learning has been improved, because staff now discuss and record children's achievements and make sure this information is used to take them forward in their learning. Children now have access to some resources to help them develop a positive image of diversity, however these should be further improved.

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

There are no complaints to report.

## **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 parents sign to acknowledge the medication record.

#### **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):

- provide more regular opportunities for children to be physically challenged.

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)