

Happy Days Under Fives

Inspection report for early years provision

Unique Reference Number	254098
Inspection date	08 May 2007
Inspector	Georgina Emily Hobson Matthews
Setting Address	Barnham Broom Primary School, Norwich Road, Barnham Broom, Norfolk, NR9 4DF
Telephone number	01603 759656
E-mail	
Registered person	Happy Days Under Fives
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?

Happy Days Under Fives opened in 1996. It operates from a mobile within the grounds of Barnham Broom Primary School and serves the local school catchment area.

There are currently 15 children from three to under five years on roll. This includes 20 funded children. The group opens Monday to Friday during school term times. Sessions are from 09:00 until 11:45. Happy Days Under Fives Group also operates sessions for younger children in Barnham Broom Village Hall.

The group is managed by a voluntary committee of parents. The committee employs two staff members to work with the children. Currently, both staff members are working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted. Effective systems are in place to take appropriate measures if children are ill. Their welfare is accommodated as staff can respond to accidents appropriately. One member of staff holds current first aid training and a first aid box is well stocked and easily accessible.

Children are cared for in a warm, clean environment. All areas used by the children are cleaned on a daily basis. Children are protected from becoming ill as staff generally display good hygiene practice. Paper towels are easily accessible in the toilet area. Shared cotton towels are used, however, when children have completed water play or craft activities. This raises the risk of cross-contamination. Children learn the importance of personal hygiene and to take responsibility for their own personal needs as they access toilets independently and wash their hands before snacks and after toileting.

Children benefit from a healthy diet at the setting as the group offers selections of fresh and dried fruits and fresh vegetables at snack time. They develop a valuable awareness of healthy eating and are encouraged to try different foods. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food. Children are able to regulate their own drinking needs within the play room. Drinks are not accessible to them, however, during outdoor play in order to keep them well-hydrated.

Children develop a positive attitude to exercise and have plenty of opportunities to explore a variety of physical movements in the enclosed, outdoor area. They are able to bounce on space hoppers and to share a seesaw. Children develop their large physical skills as they accurately throw bean bags through a frog and kick balls into nets. Children can rest according to their individual needs in a quiet area with comfortable cushions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well-cared for in a welcoming, child-centred, secure and safe, indoor and outdoor environment. They have space for free movement, to spread out activities and there is adequate storage space for equipment. Children have access to a wide range of easily accessible, developmentally appropriate, safe and suitable equipment.

Children's safety is fostered as the group carries out an ongoing risk assessment of the setting to reduce hazards and to minimise the risk of accidental injury to children. They learn to keep themselves safe as they are provided with clear explanations about safety issues within the setting and outside. Children gain an understanding of fire and road safety and of how to stay safe in the sun.

Children are safeguarded in the area of child protection as staff members are aware of their responsibilities. They have a secure understanding of the procedures to follow if they have child protection concerns and have systems in place to release children into the care of other adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very quickly on arrival at the group. They are offered a varied and stimulating range of activities and are able to make additional choices from the low-level storage units. Children explore the resources on their own or in small groups. They are interested in the activities and have a good attention span. Children develop confidence and self-esteem as staff members support their play well. They listen carefully to the children, show interest in their ideas and offer lots of praise and affection.

Nursery Education

The quality of teaching and learning is good. Children are making progress towards the early learning goals and have opportunities to develop skills in the six areas of learning. They are keen to share news and opinions during circle times. Children listen carefully to each other and are confident in their approach to staff. The setting is print rich and children are able to recognise their names and some letters at the start of words. Older children write their names on their creative work and younger ones are able to copy their names from cards with support from staff. Mark making stations are set up at each session where children are able to use a variety of materials. They enjoy listening to stories and are encouraged to study pictures and to anticipate what might happen next. Children access the book corner independently or in small groups. They handle books with care, turn pages and discuss the contents with each other.

Children show an interest in numbers and shapes. Some children can count beyond 10 and they are able to recognise numerals. Mathematical language is used as children measure themselves and consider whether items are larger, smaller, heavier, full or empty. Children are beginning to make sense of the world around them as they explore on outings and have visits from other adults in the community. They investigate and explore through first hand experiences as they grow plants, care for stick insects and their eggs and make bird feeders. Children have opportunities to explore a variety of media such as paints, play dough, glue, glitter and natural materials such as sand, water and pine cones. Their imagination is extended through play in the home corner, a vet's surgery and a pirate's castle.

Children develop good relationships with staff members, who support the children well. Staff members carefully outline the activities on offer to the children each day and plan the lay-out of the room to enable the children to complete activities with independence. They ask open-ended questions, use sensitive intervention and make good use of unplanned opportunities to develop the children's learning.

Both staff members work closely together to plan a range of activities for the children that cover all areas of learning. Focussed activities are considered carefully in advance so that the learning intentions, the resources required and the vocabulary to be introduced to the children is quite clear. Staff accommodate the children's differing levels of abilities to some degree. Information gained from the children's starting points, their previous learning and ongoing observations is not always used to inform planning and to move children on to the next stage of their development.

The children's records of assessment are maintained by their key workers. Procedures are in place to obtain information about the children's starting points and to encourage parents to contribute to these records. A picture of each child's progress is in place although the next steps required in their learning are not always recorded.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging as staff set up activities prior their arrival and provide them with a warm welcome. Attractive displays of the children's work and photographs of them at play enable the children to celebrate their achievements. Their individual needs are identified prior to the commencement of care, children are treated equally and activities are adapted to accommodate their needs. Children are developing positive attitudes to diversity as the group includes images of the different people that make up our society within their resources. They explore the local community on autumn walks to gather 'treasures' and as they post Mother's Day cards. Children become aware of the wider society with occasional visits from a music teacher, an artist, a policeman and doctors. Close links with the school enable the children to familiarise themselves with school assemblies and services at the local church. Staff members have an awareness of caring for children with learning difficulties and/or disabilities.

Children's spiritual, moral, social and cultural development is fostered. They understand responsible behaviour and can distinguish between right and wrong. They behave well as staff members use positive behaviour management strategies that are appropriate to each child's level of understanding and maturity. Staff provide clear explanations if behaviour is inappropriate and children respond in a positive manner. Children play happily together and have formed firm friendships. They are sensitive to the needs of others and willingly help each other, for example, as they put on aprons or dressing up clothes. Children are interested in the activities. They are very busy throughout the session and are able to make choices and to play at their own pace. They are focussed and spend long periods of time creating 'rainbow' fish, observing stick insects and playing in the vet's surgery.

The partnership with parents and carers of children in receipt of funding for early education is good. Children's ongoing progress is accommodated as staff members work closely with parents and provide opportunities at the beginning and end of each day to share information regarding the children. Parents are provided with information about the setting and are able to visit with their child prior to the commencement of care. Notice boards and regular newsletters keep parents up to date with events at the setting. They are able to become involved in their child's learning by accepting roles on the committee. Regular consultation mornings provide opportunities for parents to discuss their child's progress and to look at their children's records with their key worker. Parents' satisfaction is reflected in their positive feedback.

Organisation

The organisation is good.

The leadership and management of children in receipt of funding for early education is good.

The committee has a clear vision of how the setting should run and has developed a very comprehensive operational plan. This is reviewed on a regular basis to ensure that the documents reflect the group's practice. Regular committee and staff meetings are held in order that everyone is aware of how the group is progressing. Robust recruitment and induction procedures are in place and regular staff appraisals and professional development plans ensure that staff are supported and are able to develop their childcare knowledge. The chairperson has a childcare qualification. She spends time in the setting observing practice and offers feedback to staff during reviews.

Children benefit from the care of an appropriately vetted and experienced staff. They are never left alone with anyone who is not vetted. Although the supervisor does not hold a level 3 qualification, an action plan to achieve this is in place and is on track. Children's progress is enhanced as the staff access childcare workshops and ongoing training to improve their practice.

Children are able to move around safely in the well-planned mobile. Child-sized tables and chairs are provided for snacks, craft activities, games and puzzles. Rugs and cushions offer comfortable areas to explore construction materials and large floor puzzles. A quiet area is created in a corner where children may look at books. Children are able to access toilets within the mobile. Overall children's needs are met.

Documentation to promote the welfare and care of the children is well organised and stored securely to ensure confidentiality.

Improvements since the last inspection

At the last inspection, the group was asked to implement a system to record any medicine administration and to develop procedures for induction training of staff. These issues have been addressed in order to ensure the well-being of children. In addition, the group was asked to develop resources to reflect diversity. The committee has purchased additional resources for this area and continue to review and extend their range in order that children develop positive attitudes to diversity.

With regard to nursery education, the group was asked to increase opportunities for children to access information and communication technology and to explore music. They were also asked to introduce a system to monitor and evaluate planning and the quality of teaching. Additional resources have been obtained and the exploration of technology and music are incorporated now within the group's planning. Regular observations from the chairperson enable the committee to make an evaluation of the teaching at the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- make fresh drinking water available to the children during outdoor play
- ensure positive steps are taken to prevent the spread of infection with regard to shared towels.

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):

- use the information gained from the children's starting points, previous learning and ongoing observations to inform planning and to move children of differing abilities on to the next stage of their development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk