

# Nacton & Bucklesham Under Five's

Inspection report for early years provision

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<b>Unique Reference Number</b>	251575
<b>Inspection date</b>	08 May 2007
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<b>Registered person</b>	Nacton & Bucklesham Under Five's
<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?

Nacton & Bucklesham Under Five's opened in 1977. It operates from two halls within Nacton Village Hall. There is a purpose-built small hall with an enclosed garden for the play group, and the use of a larger hall. Nacton Primary School is situated directly next door. The playgroup serves the local area and children from surrounding towns and villages also attend.

There are currently 37 children from two years six months on roll of these 34 receive funding for nursery education. The playgroup currently supports a number of children with learning difficulties and have two children who are bilingual.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 every morning and 13:00 until 15:10 on a Tuesday afternoon.

The play group have four part time staff who work with the children. All staff have early years qualifications at least to level three. The setting receives support from the local authority and is a member of the Pre -School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well promoted as the setting takes positive steps to follow good health and hygiene procedures. Written instructions are displayed in the kitchen so that the correct procedure is followed when preparing food. Children are developing an understanding of why they wash their hands and do so independently prior to snacks and after toileting.

Children are given plenty of opportunity for physical activity with the use of a well developed outside area which they can freely access throughout the session. In addition the children are able to freely move around, running if they please in the very large hall. Resources include a climbing frame and slide. Children skilfully climb the stairs and use the slide confidently with adults on hand to support if necessary. Through the resources provided children are learning new skills, for example, how to safely move large objects such as planks of wood. Some children lift the planks and others push and pull them along the floor negotiating until they find the best way. They also practice their balancing skills when pretending that the plank is a bridge. Children effectively use small tools such as scissors, paintbrushes, cutters and glue spreaders to develop good hand and eye co-ordination, staff are available to guide and support them.

Children are developing an understanding of their own needs as they remove clothing when they get hot and equally put clothes on when they get cold. This is evident as they remove their jumpers when they are running around in the hall and put them on prior to going outside.

Children receive good care when they are ill as all staff are qualified in first aid and have a well equipped first aid box. Additional training has been sourced to use an epi-pen and an inhaler to ensure that the best care is offered to all children who attend.

Children benefit from healthy nutritious snacks such as grapes, cheese, banana and carrots and are able to make choices about what they want to eat and drink. They are familiar with the routine of a snack bar which works very well as the children choose when they want to access it. Children are also introduced to foods from around the world which they have fun eagerly tasting.

Information about dietary requirements, any medical needs and allergies are sought from parents via the registration form. The setting has good procedures in place to ensure these needs are met. This includes displaying photographs of children who have dietary needs above the snack bar to act as a reminder to staff and inform parent helpers.

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

The provision is good.

The setting is warm and welcoming with the children's work displayed. The space is arranged so that children can safely and freely move around the setting with the option of participating in a quiet activity or using the hall for more active activities. Children are learning to keep themselves safe through participating in regular fire drills and using equipment safely. Staff remind children not to run in the smaller activity room explaining the reasons so that children learn.

Children have access to a wide range of resources which are well organised and easily accessible in low level drawers so that they can help themselves. Resources are in good condition, promote all areas of learning and are suitable for all children.

Staff are aware of their responsibility to keep the setting safe for children. They routinely check the resources, ensure that doors are locked and fire exits are clear, however, some hazards in the environment have not been identified and therefore not all risks are minimised.

Entry to the provision is monitored by staff and only authorised adults gain access. Once all children have arrived the front door is locked and any visitors are asked to ring the bell and wait for a member of staff to attend to them. Children are well protected because staff understand their role in child protection. All staff are fully trained and aware of the policy in place and are therefore able to put the appropriate procedures into practice.

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

The provision is outstanding.

Children excitedly enter the provision very happy, confidently waving goodbye to their parents and joining their friends. The setting is inviting and provides children with the opportunity to play, learn and develop at their own pace by making their own choices about their day. Children have clearly formed excellent relationships with the staff at the setting. They in turn continuously offer praise and support enabling children to develop their learning through effectively planned activities and well prepared resources.

Children aged under three years of age are exceptionally well supported as staff have a firm understanding of young children's needs providing the support needed for them to develop using the 'Birth to three matters' framework. The younger children are actively encouraged to be involved in a range of activities provided, with staff on hand to aid their learning.

### **The Nursery Education**

The quality of teaching and learning is outstanding. All staff have an excellent knowledge of the Foundation Stage and how children learn which is reflected in their qualifications and practice. Parents are asked to provide information about their child's abilities so that the staff can assess each child's starting point in order to plan accordingly. Children's' contributions are highly valued as they play a lead role in planning by suggesting where future activities could be focussed. Information is gained from the children during discussion time and their ideas are recorded. Along with their suggestions and areas that staff have identified for development a short term plan with learning intentions and links to the stepping stones is written a week in advance.

Past activities have included learning about spiders and growing vegetables as a number of children demonstrate a keen interest in how potatoes grow and why spiders have so many legs. The setting provides a meaningful approach to learning with many resources on offer for children to explore. Children further consolidate their learning as past subjects are re-visited. For example the children plant potatoes which they water and watch them grow by examining their roots. At a later stage they will be cooking and eating them. This gives them a practical approach to learning which allows them to fully experience the entire growing cycle.

The short term plan is evaluated with comments written about how the activity went, what the children achieved and constructive improvements for the future. Staff fully understand the

importance of knowing each individual child's developmental stage in order to teach them effectively. Staff continuously observe the children to ascertain what they are doing well and areas for development. Notes taken are used for assessment purposes. A step by step document is used to monitor children's progress identifying areas for development which are then transferred onto a 'way forward sheet'. This contains information for each individual child which is used to focus future planning and teaching. This ensures that all children's needs are met.

Due to the staff's in-depth understanding of child development they use a highly effective range of teaching methods to engage children, challenge and motivate them so that they are keen to learn. Staff have a consistent approach to behaviour management which is evident in the children's excellent behaviour. Children are developing an understanding of right and wrong through watching the staff as they are consistent role models. They imitate their behaviour disciplining each other. For example a child told a boy not to push as it hurts thus showing his learning.

Children develop their self-esteem as staff listen to their ideas. All resources are clearly labelled in low level trays for children to help themselves. As children self-select their activity they maintain an interest for long periods of time. They are developing an awareness of their own needs and independently extend their own learning. For example children playing restaurants extend their learning by independently going to the writing table to get paper and pens so that they can take each others orders. Children are very proud of their achievements as they show their parents their work displayed on the walls. They have a strong sense of belonging as they collect their name pegs on arrival and self-register, clearly knowing the routine.

Children are very articulate when they talk expressing themselves very confidently. They communicate with great skill using a wide range of vocabulary to share their ideas and thoughts with both adults and other children. They participate in many imaginary games and use language to set the rules. For example, children make believe by hiding under the slide pretending it is a den. They direct each other to 'run away' from the monster or 'be quiet and hide'. Another example of children's communication skills is when a child explains in full detail how the snack bar works showing a comprehensive understanding of the snack routine. Children have many opportunities to mark-make at the excellently equipped writing table and understand that print carries meaning as they use it independently in their role play when, for example, playing restaurants. They are encouraged to recognise their name through daily routines such as self-registration and collecting their name card for snack time.

Children's mathematical skills are developing as staff plan numerous opportunities to ensure that children develop well in this area. Children can recognise numbers and complete simple addition and subtraction through favourite number songs. Children accurately use proportional language during their play as they autonomously make comparisons between objects that are bigger or smaller. They understand the concept of numbers, a child hands a member of staff a tape measure and asks her to measure his head and tell him 'how many?'.

The children's knowledge and understanding of the world is supported exceptionally well. Children are given countless opportunities to explore and investigate through planned activities and the outstanding resources available. They enjoy designing and making things such as using the planks of wood to make a road and bridge, continuously changing the design making it shorter and longer. The setting emphasises natural resources and brings the outdoors inside with children learning about tadpoles, newts and growing vegetables. The outdoors is widely used and children are inspired and free to explore using the sand, water, bark, sticks and mud.

Children thoroughly enjoy the outdoors and are really developing both their small and large muscles. They confidently climb the steps on the slide, practise balancing on the planks and use pencils and scissors to enhance their hand and eye co-ordination.

Children have very active imaginations and during their pretend play they mimic the staff at the setting; putting on voices and copying their actions such as folding their arms. Children are extremely interested in the different sounds that musical instruments make, excitedly spend time exploring them and enjoy joining in with familiar songs.

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

The provision is outstanding.

Children are all fully included in the setting and their individual needs are always met as staff take the time to get to know each child individually. Each child is given ample opportunity to share their experiences either on a one to one basis with an adult or as part of a group discussion. Children have daily access to a range of posters, books and toys which reflect positive images of diversity. The playgroup cares for bilingual children and have asked their parents to bring books to share with the other children so that they can all learn about the child's background and culture. An effective and novel way that children learn about different places in the world is through an initiative of the staff. They have introduced 'taking teddy on holiday'. Teddy includes a small book and a camera which the children use to take photographs and place them in the book. This is then discussed with children in small groups and is kept in the book corner for children to look at. This not only teaches children about different places but also makes the child feel valued as they are given the opportunity to share their holiday with their friends.

Staff place great emphasis on helping each child develop their sense of belonging. They unquestionably value the children's individuality and encourage the children to feel good about themselves. Children's art work is displayed which helps them to feel proud of their achievement. They also have an individual name peg and their own pockets with their name and photograph.

Staff are committed to including all children and those with learning difficulties and/or disabilities are extremely well supported. A passport programme has been introduced with the aim to help children with particular needs to integrate into the setting. Staff find them particularly useful and are now introducing them for all children. The passport follows the children to their next setting and includes pictures of them taking part in activities with individual likes and dislikes noted. This information is useful when a child starts a new setting such as school. Children's well-being is promoted as the staff and parents have developed a close working relationship sharing important information. Children behave well at the setting as the staff are excellent role models. Those who require additional help are successfully supported by enthusiastic, caring and competent staff who work closely with parents and other professionals to provide the best care for each child.

Partnership with parents and carers of funded children is good. Children are well supported as staff work closely with parents and have built close relationships. The setting shares information about the Foundation Stage initially through information sent home and then through displays in the setting and the well equipped notice board in the entrance hall. Staff are always available to speak to parents at the beginning and end of each session and hold open mornings so that they can ask any questions and can observe their children. Staff ask parents each term to comment on how well they feel their child is progressing, identifying any areas for development and sharing activities they enjoy at home. This helps the staff to effectively plan for the children

and keep parents actively involved in their child's learning. However, children's assessment records are not shared with the parents until they leave the setting.

Children's spiritual, moral, social and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, behave well and are developing an awareness of different cultures through planned activities.

## **Organisation**

The organisation is good.

The organisation of the setting meets the children's needs overall. Children are cared for by a dedicated and committed team of staff who work exceptionally well together. Children are safe as they are cared for by individuals who have been vetted, are all qualified to at least a Level 3 qualification in childcare and have a wealth of experience which is evident in their practice. Staff access regular training which enhances the team's knowledge of current child care practices. Parents are invited to attend. The setting operates on a high adult to child ratio often exceeding the minimum requirements and staff deploy themselves well to benefit all children. They therefore receive a vast amount of individual attention from staff. All policies and procedures are in place and are reflected in practice, these are shared with parents who can access them at the setting.

The leadership and management for early education is good. The committee support staff in their roles with an inclusive induction process, regular meetings and annual appraisals all of which contribute to the staff's professional development. The committee are currently working on a pack to improve upon their existing induction. This will offer new employees more information and give them a better understanding of the playgroup. The committee are dedicated to improve as they access support from the local authority to keep them updated with new legislation and processes.

All staff have an outstanding knowledge of the Foundation Stage and are able to share excellent teaching methods and good practice amongst themselves. They work closely with the local authority receiving support and guidance which they then implement into practice. Their early education teacher takes photographs of their new initiatives such as the new parent board so that good practice can also be shared with other childcare settings. It is very clear that they work well as a team and communicate well with parents building very good relationships. The setting has excellent links with the school situated next door and regularly interact with the Reception and Year One class during the lunch period. This helps with the transition to school and creates positive links with the reception teacher.

The nursery education is consistently monitored and changes are made to improve it. This ensures that children are making excellent progress towards the early learning goals. Staff have a notable awareness of what they need to do and are dedicated to ensure that they meet all the requirements. The setting has a clear vision for the future which includes all members of staff. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting agreed to update their policies and procedures, this has been done and the committee now update annually to ensure that children are cared for appropriately.

The setting were asked to ensure that all children regardless of their ability to communicate, have access to water. Children are now re-hydrated during a session as they have free access to water throughout the day.

Although there were no significant weaknesses to report under nursery education they were asked to pay attention to and continue to manage a manageable system for evaluating, assessing and planning. The setting has addressed this by introducing a new way of planning which strongly focuses on the children's ideas. It includes appropriate methods of evaluating and assessing the short term plans to benefit the children's learning. The setting is working very closely with the local authority to continuously monitor and develop the systems they have in place.

The setting was also asked to be more consistent with the coverage of simple addition and subtraction during play and daily routines such as snack time. This is done, for example, when children are asked to count their snack as they help themselves.

### **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.

## **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 hazards to the children on the premises are minimised: this refers to electrical sockets and the sharp knives in the kitchen.

#### **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):

- ensure that children's assessment records are shared regularly with parents.

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](http://www.ofsted.gov.uk)