

Godshill Griffins

Inspection report for early years provision

Unique Reference Number	EY337500
Inspection date	18 October 2007
Inspector	Lilyanne Taylor
Setting Address	Godshill CP School, School Road, Godshill, Ventnor, Isle of Wight, PO38 3HJ
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Registered person	The Governors of Godshill County Primary School
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 satisfactory. 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?

Godshill Griffins was registered in 2006. It is managed by the Governors of Godshill Primary School and is situated within the school premises. There is a fully enclosed outdoor play area.

Full day care provision is provided; this includes a nursery, breakfast and after school club. All are registered to care for a maximum of 25 children at any one time from the age of two years to under eight years.

The operational hours of the provisions are breakfast club 08:00 to 09:00, nursery 09:00 to 15:00 and after school club 15:00 to 17:30. All are open term time only.

The Governors employ five staff, of these four hold early year's qualifications; one an Early Year's Foundation Degree and three an NVQ Level 3. In addition to this two members of staff are working towards achieving an NVQ Level 3 in play works and the supervisor of the nursery is working towards achieving B A Honours in Childhood studies.

There are currently 27 children on roll in the nursery, of these 14 are in receipt of funding for nursery education. The numbers of children on roll in the breakfast and after school club varies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and dietary needs are met because staff find out from parents what they are and keep a record of all known allergies, likes and dislikes children have. At snack time nursery children enjoy making their own choice of the fresh fruit or vegetables they wish to eat and are offered the choice of water or milk to drink. Drinking water is freely available for children to access throughout a session which ensures they do not go thirsty. Children attending the breakfast club are offered cereals and toast and after school club children are fresh fruit. All provisions operate a no nut policy which further protects children health.

Children are protected from the spread of illness. All parents receive information included in the provisions prospectus regarding the attendance of sick children. Children who become sick while attending the setting are cared for sensitively while waiting to be collected by their parents.

Children are becoming aware of the importance of good hygiene practices through the consistent guidance and support they receive from staff. They are carefully reminded to wash their hands before eating and after using the toilet and they use paper towels to dry their hands. The premises are well maintained and clean. All eating surfaces are wiped with an anti-bacterial spray prior to and after use and all toys are cleaned on a regular basis.

Staff have a clear understanding of the procedures to record all accidents that occur on the premises and parents are requested to sign to acknowledge they have been informed. All staff hold a current first aid certificate and the permission they seek from parents ensures they are able to seek emergency medical treatment and advice for children if necessary. Staff will only give medication to children if their parents have given their written permission to do so and parents are requested to sign their acknowledgment to all medication administered. As a result children's welfare is fully protected.

Children develop a positive attitude towards physical exercise. Staff ensure children have daily opportunities to be outdoors where they engage in physical activities. For example, children show good co-ordination when using large equipment such as a climbing frame and slide. Children show a good sense of space and move around confidently with control. Children are able to use the school hall; this provides them with the opportunity to use climbing frames, beams and balancing bars.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Samples of children's work, posters and photographs that have been taken of children while they play are displayed in the entrance and main play room.

The effective deployment and vigilance of staff ensures all children are able to play safely.

Staff check the premises indoors prior to children attending and outdoors before children are allowed out to play. Access to the building is closely monitored. The entrance to the premises is kept secure; all visitors have to ring a bell to gain access and they are only allowed entry

when staff are aware of their purpose of visit. All visitors are required to sign in and out of the premises.

The range of resources and toys that are available to children are maintained in a good condition and safe for their use. Children are able to safely access most resources independently; they are stored in low level units or boxes on the floor.

Procedures staff would follow in the event of a parent failing to collect a child ensure children are kept safe. In addition to this there are systems in place to ensure children are only collected by persons their parents have authorised. However, there are no systems in place to ensure that adults working with children remain suitable to do so. As a result children's safety is compromised.

Children are able to exit the premises safely in an emergency. All staff are aware of the procedures they should follow in the event of the premises being required to be evacuated in the event of a fire; a written statement displayed in the office shows each staff members role and their responsibilities in such situations. A written fire evacuation procedure is displayed for parents and visitors to see, this details the assembly points once out of the building. A record of fire drills that have been carried out is maintained and evaluated.

Systems are in place to record the number of children and staff present. However, in the nursery these are not updated when children move from their base room to other areas within the school premises. Consequently, children's safety is compromised as it is not always clear to see how many children are being cared for in each area at any one time or the persons who have been looking after them.

All staff are aware of their responsibilities for ensuring appropriate action is taken if they suspect abuse of a child. Parents are informed of the duty staff have to report any concerns they may have regarding the welfare of their children. Pre-existing injuries children may come in with from home are recorded and shared with parents. As a result children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children attending nursery settle quickly on arrival; they are encouraged to self register and to hang up their coats and bags, increasing their independence, while staff and parents ensure younger children are assisted as necessary.

Children share conversations with staff, who readily listen to them and take an interest in what they have to say. They feel secure as they are cared for by a consistent staff team; each child has a member of staff who is their key worker.

Children make friendships with other children and play well alongside one another. They share roles when playing with the cars and take turns during their play.

Staff plan activities for younger children using the Birth to three matters framework and are currently developing systems to ensure the suggested ideas they use are linked to the observations they have made of the stage of development children are at, to ensure the experiences children are provided with are appropriate for them and supporting them to make progress.

Children attending the after school club have the opportunity to play indoors and outdoors. They engage in a range of activities. For example, model making, art/craft, use of the home corner and role play area and they have access to a computer and various board games.

Nursery Education.

The quality of teaching and learning is good

Children are making steady progress towards the early learning goals, given their capabilities and starting points. Staff have a sound knowledge of how children learn and they are aware that some children are more able than others. All children's learning needs are met; staff observe children while they play and use the information they gain to inform the curriculum and future planning of activities, based on the stepping stones of the early learning goals.

Staff effectively engage children in meaningful conversation to extend their learning. They interact well with the children and offer them support and guidance as necessary.

Although children's progress records are maintained to reflect the stage of learning and development they are at, staff are developing the use of individual learning plans so it is clearer to see what the key workers plans are for progressing each child through to their next steps of learning.

Staff plan focussed activities and link them to the stepping stones of the early learning goals. They differentiate the intended learning outcome of such activities to ensure all children are able to participate, achieve and reach their full potential.

Children's social skills are developing well; they are making friendships with other children and relate well to staff. Their confidence and self-esteem is raised through the constant praise they receive in recognition of their achievements and the encouragement they receive from the staff. Children are beginning to show good levels of independence in caring for themselves and their own personal hygiene. Children are able to pour their own drinks and help to prepare their snacks by cutting their chosen piece of fruit. Children's behaviour is very good; they play well together, share resources and take turns. Children are very polite and quickly remind others when they are not using their manners. For example, a child playing in the quiet corner tells another not to push another child out of the way and goes on to say "you only have to say please, that's all".

Staff make use of incidental learning opportunities, as well as planned activities, to introduce children to all aspects of mathematics. During routine activities children are encouraged to count how many are present and while they play they count the number of cars they are playing with.

Although children are becoming aware that print carries meaning younger children are not consistently supported to gain recognition of their own name; only their self register cards have their photo alongside. More able children that can read their name sound out the individual letters to staff.

Children have opportunities to practise their emergent writing skills while engaging in activities such as painting and drawing and they are encouraged to mark their own work.

Children are becoming confident communicators. They talk about the activities they are doing, their families and things they have at home. Children enjoy looking at books both alone and in small groups. They listen attentively to stories being read, recalling what they have heard.

Children confidently use a range of small equipment. For example, they use scissors to cut paper and knives and peelers to cut and peel their fruit and carrots at snack time.

Various wall displays show that the children have many opportunities to be creative and express themselves, using a range of recycled materials and media.

Children use their imagination well; they initiate their own play by making dens using the nursery furniture, blankets and material. While playing with cars, they negotiate whose turn it is to go the garage for petrol.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy having responsibilities and willingly offer to help the staff pack away the toys and to prepare for snack and lunch time. They are encouraged to place their left over snacks into a bin and to take their plates to the sink. All children are valued as individuals and respected; they respond well to the praise and encouragement they are given.

Children benefit from the good links the nursery has with the reception class. Children visit the reception class to join in with the children's play or to listen to stories being read. This aids their transition from nursery to school; they are able to become familiar with the surroundings they will be in and the adults who will be teaching them.

Children are beginning to develop their awareness of other cultures through corresponding and exchanging photographs with a child who lives in Ghana. Photographs they receive back are displayed and discussed. Children compare the culture they are used to, to that of others. For example in Ghana they have markets which in our country are known as shops and the classrooms have very few toys and furnishings.

Children's spiritual, moral, social and cultural development is fostered.

The nursery has a member of staff who is the designated Special Education Needs Co-ordinator, she works alongside parents and has established links with outside agencies to ensure the needs of children identified with learning difficulties or disabilities are met and supported.

Children are supported to display good behaviour. Staff use appropriate strategies to manage children's behaviour; methods used include giving explanations to children of the reasons why their behaviour is un-acceptable or distracting or withdrawing them from situations.

Parents receive good information about the provisions in the form of a prospectus, newsletters and an information board. However, at the time of inspection some policies/procedures that have been created or amended have not yet been accepted by the governing body. As a result some of the policies and procedures accessible to parents do not reflect current practice.

Parents are informed of the procedures they should follow if they wish to express any concerns direct to the provisions. Systems in place ensure if any complaints were to be received they would be dealt with in accordance with regulatory requirements. In addition to this the contact

details for Ofsted are displayed on a poster in the entrance foyer should parents wish to express any views or concerns direct to the regulatory body.

Good settling in procedures are offered to all nursery children; they are able to attend pre-visits with their parents prior to attending. This provides them with the opportunity to become familiar with the staff and the surroundings in which they will be cared for. Parents have the opportunity to discuss any specific care arrangements or individual needs their children may have. As a result, the care needs of children are met. Parents are informed verbally at the end of a session of the care that has been provided for their child and through the recently introduced home link books they are able to read how their child has spent their day and some of the noticeable achievements/ progress they have made in their development or learning. Parents are invited to write in these books any information from home which staff then take into account with how they plan the child's day or future activities. This helps to ensure the care and education provided for children is continuous and meeting their individual needs.

The partnership with parents of children in receipt of funding for nursery education is good.

Parents receive and have access to good information about their child's nursery education. Details of the Foundation Stage is included in the prospectus and a notice board displays the various aspects and areas of their children's learning and development. Plans of activities children are to engage in are displayed for parents to see and clearly reflect the learning children may gain.

Parents are able to view their child's written progress records at any time. In addition to this they are invited into the nursery to discuss formally their child's progress with their key worker and to agree or have input into the planning for their child's next steps in learning.

Organisation

The organisation is satisfactory.

Recruitment procedures in place ensure all newly employed staff are initially checked to ensure they are suitable to work with children under eight years. However, there are no procedures in place to check their ongoing suitability or that of existing staff.

Staff work well as a team; they are enthusiastic and committed to ensuring the care they provide is appropriate for meeting the needs of all children. Staff deployment is effective and ensures all children are well supervised at all times. Children's creative achievements are valued and displayed.

The organisation of space and range of quality resources provides a stimulating and interesting environment for children to learn and play. The outside area is used well as an extension of the indoor area.

Policies and procedures for the efficient and safe management of the provisions, and to promote the welfare, care and learning of children are in place. However, because they have not been accepted by the full Governing body at the time of inspection some of the information parents have access to at this time does not accurately reflect current practice, and, new policies/procedures the provisions work to are not yet shared.

Leadership and management of children in receipt of funding for nursery education is good.

Improvements made since the last inspection show the Governors of the school, who are the registered providers, are now taking a more active role in ensuring staff are supported to deliver a curriculum that meets the needs of all children.

Effective procedures in place for monitoring and evaluating the provisions ensure the care and learning needs of all children are met. As result, children are receiving an acceptable standard of care and good education.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection the quality and standards of care provided for children were judged to be Inadequate. The setting were asked to respond to Ofsted within a given timescale the action they were to take in response to the following; ensure all regulatory documentation is in place as required and to devise an operational plan that reflects the policies and practice the setting works to.

The setting responded to Ofsted within the timescale they were set detailing the action they were to take.

Since the last inspection the Governors have sought and received advice and support from the Early Years Development and Childcare Partnership. All regulatory documentation that is required for the safe management of the provision and to promote the welfare, care and learning of children is now in place and most is maintained as required.

A newly appointed supervisor who has responsibility for the day to day running of the setting has devised an operational plan that reflects the policies and practices the setting works to. However, although the policies and procedures at the time of inspection have been approved by a sub committee of Governors they have not been approved by the full board of Governors. As a result some of the information parents have access to does not reflect the current practices and procedures being worked to with their children. This has been noted as an area for improvement within this report.

At the last nursery education inspection the quality and standards of nursery education being provided were judged to be Inadequate.

The setting were asked to respond to Ofsted within a given timescale the action they were to take in response to the following; ensure observations of children are used to maintain an accurate record of the progress they are making, devise a planning system that links to the individual learning needs of children so it is clear to see how each child is supported to make progress through the early learning goals and to develop systems for monitoring the nursery education provided to ensure staff are provided with the support they need to deliver a curriculum that meets the learning needs of all children.

Observations staff make of children are now used to inform the planning of future activities. Planning is based on these observations and reflects the stage of development and learning each child is at.

At the time of inspection staff are further developing their recording systems of children's progress so it is clearer to see how they intend to support children make progress in all areas of their learning.

A sub committee has been formed from with the Governing body; they meet with the supervisor and visit the nursery to see staff working hands on with the children and to offer them support and advice. In addition to this staff are able to have regular meetings with the deputy head of the school and the reception class teacher. Staff now feel they are receiving the support they need to be able to deliver a curriculum that meets the needs of all children and supports them to make progress in all areas of their learning and development. As a result the learning and development needs of all children are being met and staff morale has improved.

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 satisfactory. 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 all policies and procedures shared with parents reflect current practice
- put in place procedures for checking the ongoing suitability of staff
- ensure records of children in attendance show the areas of the building they are in and the persons who are caring for them

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 consistency with the methods used to support children' gain a recognition of their own name when written
- continue to develop the records of children's progress so it is clear to see what the key workers plans are for their next steps in learning.

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