

# Winteringham Under Fives

Inspection report for early years provision

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<b>Unique Reference Number</b>	205725
<b>Inspection date</b>	07 December 2007
<b>Inspector</b>	Liz Whitehead / Alison Margaret Walker
<b>Setting Address</b>	Winteringham Village Hall, Frost Close, Winteringham, Scunthorpe, North Lincs, DN15 9PL
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<b>Registered person</b>	Winteringham Under Fives
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Winteringham Under Fives is committee based and operates from the village hall in the centre of Winteringham, a rural village near Scunthorpe. Outdoor play is available through daily visits to the adjoining playground. The group may care for no more than 26 children at any one time. There are currently 30 children on roll, 17 of whom receive funding for nursery education. The setting supports children with learning difficulties and disabilities.

The setting serves the local community and offers sessional care from 09.30 until 12.00, Monday to Friday, term time only. There are five staff working with the children, four of whom hold an appropriate early years qualification and one member of staff is working towards a qualification. The setting receives support from the local authority and is completing Steps to Quality.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn some aspects regarding the importance of personal hygiene. They wash their hands before meals, however, they all use a communal bowl of water which does not minimise the risk of cross-infection. Written policies are in place regarding sickness, accidents and the administration of medication. These are fully implemented and shared with all parents.

Snack times are a very relaxed and social occasion with children sitting and talking to their friends and to the staff. Children's individual dietary requirements are recorded and all staff are fully aware of these to ensure that children only receive appropriate foods.

The children have suitable opportunities to learn about healthy eating. For example, there is a basket of fresh fruit available in the entrance hall for them to access. Children are not encouraged to recognise when they are thirsty and drinks are only provided with snacks.

Children learn about keeping themselves healthy and well through a range of interesting visits. These include, the dental hygienist, the health visitor and the local supermarket who bring an interesting range of fruit and vegetables. For example, mangos, pineapples, broccoli, swede and lettuces.

Children have suitable daily opportunities for fresh air and are able to learn about the effect that exercise has on their body. They have the opportunity outdoors to swing, run, slide and climb. Indoors, children regularly practise climbing steps and older children manage this confidently with one foot to a step.

Children successfully use smaller items to build, construct and join equipment together to make models. They confidently use one handed tools and equipment, such as scissors, paint brushes and pencils. They have good coordination skills and know to take care when moving about, both indoors and outdoors. They skilfully negotiate around items of furniture and successfully crawl through the tunnel without needing to alter their speed.

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

The provision is satisfactory.

Children benefit from a relatively safe environment. For example, a safety gate prevents them from accessing the kitchen and door stoppers prevent them from trapping their fingers. However, exposed socket covers pose a hazard to children. All toys and resources are in good condition and are stored appropriately. They are age appropriate and of a suitable design, for example, child sized tables and chairs.

Children and staff are very familiar with the procedure for evacuating the building in an emergency as regular practises take place. The procedure is prominently displayed. This ensures that all children, staff and visitors are fully aware of how to leave the premises quickly, calmly and safely. All exits are clearly marked.

Effective systems prevent children from leaving unaccompanied and unwanted persons from entering the premises. These include, parents and visitors being admitted by a member of staff, and a log of all visitors, although this is not consistently maintained. Safety on outings is given a high priority with a one to two, adult to child ratio consistently used.

The children's safety is further promoted through the staffs knowledge, awareness and understanding of the child protection procedures. All the staff have recently accessed safeguarding children training and feel fully confident to deal with any issues. The named person for child protection is fully aware of her role and responsibilities, liaising with parents and other professionals in line with the Local Safeguarding Children Board procedures.

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

The provision is good.

Children relate and play well and form close friendships with their peers. The staff balance their time carefully to allow children to play and learn independently as well as giving time for support and encouragement. The staff are interested in the children and value what they say and do.

Activities are thoughtfully set out to appeal to the children's interests. They are involved in a balanced range of activities both inside and outside, which supports and promotes their all-round development. For example, sand, water, painting, construction and role play.

Staff have attended 'Birth to three matters' training. They appropriately implement the framework into the daily activities. Young children enjoy attention and being physically close to other children and familiar adults, for example, during snack times. Adults encourage and develop children's language which encourages them to be confident communicators. They talk with other children, visitors and other adults and speak confidently.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff demonstrate a sufficient knowledge of the Foundation Stage. Planning is flexible, clear and covers most areas of children's learning in the curriculum. Assessment records do not effectively show children's achievements and progress towards the early learning goals. Additionally, they do not include the planning for the next steps in individual children's learning.

Children are beginning to understand and use positional language, such as in and out. The staff provide opportunities for them to describe colour and shape and they learn monetary concepts and values through using real money in the shop. The children are developing good counting skills and enjoy participating in counting songs and rhymes. During an activity with the staff, the children point to and count the elephants. Some three-year-olds can count to 10, and many can recognise numbers from one to five. Some older, more able children can count to 20. However, staff do not encourage the children to use ideas and language for calculating during their everyday play.

Children attempt to recognise their name and can pick out some familiar letters from labels around the room. Older and more able children know the letter that their name begins with and occasionally that of their friends name. Resources in the role play shop encourage the children to write in note books and on lists and they begin to form recognisable letters. The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs. They like to select their favourite stories to read by themselves.

The children operate simple programmable equipment with ease. They confidently make the remote control fire engine go forwards, backwards and round in circles. They remember and talk about significant events that have happened to them. For example, when the fire fighters

visited. They excitedly discuss looking at the fire engine and holding the hose to squirt the water.

Children are not always given opportunities to share their thoughts, feelings and ideas creatively as many activities are very adult directed. Children thoroughly enjoy exploring and investigating features of the natural world and living things. They learn to respect animals through feeding them on visits to the farm. Overall, children make satisfactory progress towards the early learning goals given their capability and starting points.

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

The provision is satisfactory.

Partnership with parents and carers for funded nursery education is satisfactory. Parents receive information about the educational provision through displayed information and leaflets. They have opportunities to share what they know about their child through regular discussions with staff. There are many innovative and creative ways for them to be involved in their children's learning. These include, bringing items relevant to the themes from home and parents actively sharing their knowledge and skills with the children. Additionally, parents are very involved in creating the groups' float for the village show.

Staff give high priority to nurturing children's personal, social and emotional development. They create a secure atmosphere where children develop positive attitudes and dispositions to learning. Children show excitement and are eager to participate in the activities available.

The staff have a consistent approach to managing children's behaviour, consequently the children understand what is expected of them. All the children are well behaved, use manners and cooperate at tidy up time. Children are encouraged to share and they patiently wait for their turn on the slide.

There are effective systems in place to support children with learning difficulties and disabilities. Key staff attend training, liaise with parents and support other staff to ensure that children are fully integrated into the setting.

The children have a positive attitude to others and develop a good understanding about the local community and all know the postman by name. They are beginning to know about their own traditions and beliefs and those of other people, such as celebrating festivals from a range of cultures. However, children's access to resources that promote positive images are sometimes limited. The children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory. The leader oversees the planning of the educational program and they regularly seek advice and support from the local authority. The staff work well together as a team, each aware of their individual roles and responsibilities. Good staffing ratios are consistently maintained.

Staff are encouraged to update and develop their knowledge and skills through regularly attending relevant training courses. These include, the Early Years Foundation Stage, and individual education plans in early years. Most of the staff hold a suitable qualification and

they all have a current first aid certificate. A well stocked first aid box is readily accessible to enable staff to treat minor injuries effectively.

The environment is warm and welcoming for parents and children who are warmly greeted on arrival. The play room is child-orientated with posters and children's art work thoughtfully displayed on the walls to create a stimulating and appealing environment. The areas used by children are appropriately clean and mostly safe. Children feel settled, secure and fully confident and enjoy their time at the setting.

All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely. However, the complaint procedure does not contain current details and information about the regulator. A good system is in place to record the staff and children's daily attendance and this is accurately maintained. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection it was recommended that the group consider undertaking a quality assurance scheme. They are now working towards the Steps to Quality.

Additionally, the group were asked to plan for outdoor activities. Children are now able to experience outdoor play on a daily basis which is fully incorporated into the planning.

These improvements enhance children's care and learning.

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

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. 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 QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **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):

- improve hand washing procedures to minimise the risk of cross infection
- implement systems to enable children to independently access drinks
- ensure that electrical sockets do not pose a hazard to children

- improve children's access to resources that promote positive images
- improve documentation with regard to the complaint procedure and the record of visitors.

### **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 opportunities for children to calculate in everyday play
- provide opportunities for children to express their creativity
- ensure that children's development is being recorded effectively
- implement systems to plan for the next steps in individual children's 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](http://www.ofsted.gov.uk)