



Ovingham & District Under 5s

Inspection report for early years provision

Unique Reference Number	301809
Inspection date	11 July 2005
Inspector	Eileen Rochford
Setting Address	Portakabin, Ovingham First School, Ovingham, Northumberland, NE42 6DE
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Registered person	Committee of Ovingham Playgroup
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 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?

Ovingham and District Under 5's opened in 1999. It is a voluntary community group run by a parent committee. The group operates from a demountable building which is situated in the grounds of Ovingham First School. The group serves the local and surrounding areas.

The building consists of one playroom with toilets and an office area. It has its own enclosed outdoor play area and the children also have access to the school play yard

and field. Opening times are Monday, Wednesday and Friday 09:00 to 11:30 and Tuesday and Thursday from 09:00 to 14:45 during term-time only.

The group provides day care for a maximum of 18 children. There are currently 31 children on the roll up to 5 years. Of these 23 children receive funding for nursery education. Children attend for a variety of sessions. There were 14 children present at the inspection, of whom 9 were in receipt of funding. The group supports children with special needs. There are no children attending who speak English as an additional language.

There are six members of staff employed to work with the children; five staff hold relevant childcare qualifications. The setting receives support from an early years teacher, a special needs assistant, the local authority and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines. For example they know that they must wash hands after toileting and before snacks to stop germs spreading. All staff are aware of hygiene procedures which are clearly displayed within the kitchen area.

Children are offered a balanced diet. Snacks are served to children in a social setting, encouraging them to develop social skills. All children are able to freely access water throughout the day. Children have developed an understanding that when the weather is hot they need to drink more water.

Children enjoy a balanced range of physical activities within the group. They develop confidence in their physical skills as they use a range of equipment. Children discuss physical activities available and express their preferred choice. Children are able to listen to their bodies, aware of when they need to rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a clean, well maintained environment. The good organisation of well maintained toys and equipment means children can move around safely and freely to independently access available resources from storage areas at their level.

Children benefit from a good range of safety measures, which are supported through a comprehensive range of policies and procedures. Children develop a good awareness of safety through practicing emergency evacuations, and discuss the reasons for this. Sensitive reminders, such as a request to pick up toys from the floor to prevent someone tripping over, increase the child's awareness of everyday safety

in the setting.

Children are well protected from possible abuse or neglect. Staff, have attended training and show a sound understanding of the procedures to follow with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the group. They are happy and confident developing sound relationships with staff and their peers. They are confident communicators using a variety of methods, both verbally and through body language. Staff demonstrate a sound understanding of the Foundation Stage and they ensure that all areas of the curriculum are covered.

The rich stimulating environment provided within the group allows children to experience a range of activities and so develop a breadth of skills. Children freely access equipment from storage areas which are at the child's level. For example children access magnet blocks to complete a construction of bricks. Children use a range of creative materials from which they have free access and they are encouraged to express themselves in a variety of ways

Nursery Education

The quality of teaching and learning is good. Staff are sound in their knowledge of the Early Learning Goals and ensure that through planning children are able to experience a range of activities that ensure they develop skills in all areas. Accurate assessment is used as a tool to inform planning. However across the curriculum there are limited challenges for older and more able children.

Children work well together, they develop an understanding of their peers. Older children foster and care for younger children. For example they help younger children with the computer. Children show a sense of belonging. Their behaviour is good with children developing a sound understanding of right and wrong.

Within the group children are skilful communicators. They use a range of methods to communicate with staff and children. The resources provided throughout the day enable children to explore these skills and develop them further. For example children experiment with writing names and letter formation, understanding that print carries meaning and use freely a range of books fiction reference and books in rhyme. Story times use a variety of stories, however children are easily distracted by other activities within the room. Space should be organised to allow children to develop concentration skills and fully enjoy stories.

Children use their imagination in play. They respond to familiar situations, relating to home events. Children use a range of resources, some of these are improvised. This imagination is extended through movement and expression to music within planned time for physical activities.

Children freely explore with everyday items and learn through practical play. This allows them to acquire knowledge of their environment, which is supported through outings.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community through celebrating festivals, tasting food from a variety of cultures and having access to a good range of play resources which show positive images of culture, ethnicity, gender and disability.

The individual needs of all children who attend are met. The setting has good arrangements to care for children with special needs. They liaise with other professionals, access appropriate resources to ensure the needs of the child are met and support parents.

Children behave very well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour, including explanation and distraction. Staff encourage children to resolve their own differences which helps them learn to take turns and share. Their clear guidance, for instance, a gentle reminder to stop talking so that other children can hear the story, helps them begin to accept the needs of others.

Partnership with parents and carers is good. Children benefit from parents' involvement both in the daily running of the group and in their child's learning. Good information on the Foundation Stage curriculum and effective communication through newsletters, daily chats and detailed notice boards help staff and parents work together to help children make progress.

The setting fosters children's spiritual moral social and cultural development well.

Organisation

The organisation is good.

The nursery is meeting the needs of the range of the children for whom it provides care and education.

Children's care is enhanced by the quality of organisation. The premises are well organised, providing space for children to move freely and access a range of activities and equipment.

There is a wide range of policies and procedures in place, which allow staff to be kept informed of practice. These policies are regularly reviewed at full staff meetings. Registration certificates are displayed but current insurance certificate is not available. Training is provided for all staff, enabling them to develop skill and competencies, and staff demonstrate their clear commitment.

The quality of leadership and management is good. Management and staff are aware of their roles and responsibilities, which results in the smooth running of sessions. Management do not have procedures in place to monitor the provision and to ensure that sufficient challenges are provided for older children.

Improvements since the last inspection

At the last Children Act inspection recommendations were raised regarding policies and procedures.

The group has made significant improvements. All policies have been drawn up and implemented within the group. These are available for parents to access when required.

Recommendations raised at the Education inspection included, developing the range of malleable materials available and opportunities for older children to access activities, multi-cultural resources in the setting, and improve children's assessment.

All these issues have been satisfactorily addressed.

The range of malleable materials has been developed and these are available for children throughout the week.

All children are able to access activities and equipment. The range of multi-cultural resources has been developed throughout all areas of the group.

Children's assessments are now completed and dated demonstrating to parents when their child has progressed to the next stage.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure that current insurance certificate is always displayed

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 sufficient challenges are provided across the curriculum for older and more able children. Implementing procedures to monitor and review progress
- children to be organised to develop concentration and listening skills at story time.

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