

# First Friends at Henley

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY226966
<b>Inspection date</b>	20 August 2007
<b>Inspector</b>	Tracey Marie Boland
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<b>Registered person</b>	Henley College Corporation
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

First Friends at Henley opened on their existing site in 2002. It operates from purpose built premises on Henley College campus but separate to the main building, in the Bell Green district of Coventry. The nursery primarily serves the students and staff from the college but also some local community places are available.

The setting is registered for 60 children under five years and there are currently 68 on roll from six months to five years. Children attend for a variety of sessions. The setting supports children with learning disabilities and/or difficulties and those who speak English as an additional language. The group opens five days a week all year round. Sessions are from 08:30 to 17:45.

There are 11 permanent staff who work with the children and several regular agency cover staff. All permanent staff have early years qualifications to NVQ 3 or equivalent. Agency staff are sometimes to level two and above. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn effective hygiene routines through the staff's consistent reinforcement and encouragement. They clearly understand the importance of washing their hands before snack, lunch, after messy play and after using the bathroom. Clear visual prompts using pictures sequencing the routine of the bathroom encourages and reinforces the children's independence. Consistent nappy changing routines are in place which ensures the children's comfort at all times.

Children's welfare is well-protected at times of accidents as all staff hold valid first aid certificates. Health records are maintained and a clearly written policy is shared with parents regarding illnesses that will mean their child should not attend and that they will be contacted and expected to collect their child if they become ill. Fresh bedding is provided for all children requiring a sleep and staff are pro-active in ensuring children are sleeping safely.

Children enjoy a good variety of healthy meals, snacks and drinks which are freshly prepared within the main college and transported to the setting. They make informed choices of the foods they eat and are encouraged to serve their own meals with the support and guidance of the staff. As a result meal times are a relaxed, social occasion.

Children enjoy daily exercise outdoors. The garden is large and has specific areas of play within it for example, there is a quiet area with books, a large sand pit with a cover which also doubles up as a stage used for dancing and an area where children can dig and look for mini beasts. Children use a variety of wheeled toys and balancing bars to develop their large muscle skills and enjoy growing fruit and vegetables in the vegetable patch.

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

The provision is good.

Children are cared for in a safe, secure environment where staff have identified potential risks and taken steps to minimise them. Detailed written risk assessments are completed and visual checks are made each day to ensure the safety of the children and the suitability of the premises and equipment provided. Security has been addressed well and adults and visitors can only gain access to the group via a member of staff. A record of visitors to the setting is maintained and clear procedures are in place to ensure that children are not left unattended with un-vetted adults.

Toys, equipment and furniture are in excellent condition. Children learn to keep themselves safe through the clear, consistent reinforcement of safety by the staff for example, no running and when playing in the water children are reminded not to throw it onto the floor as it is dangerous and they may slip over. Children's safety is maintained through the clear procedures followed in the event of an emergency evacuation. Fire drills take place regularly and records are completed and evaluated to ensure their ongoing suitability.

Children's welfare is promoted through the staff's good understanding and working knowledge of the signs of child abuse and neglect. A clearly written policy is in place and shared with parents however, this does not include the up-to-date information about the Local Safeguarding Children's Board. Therefore, staff are not fully conversant with current guidance.

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

The provision is good.

Children are happy, settled and relaxed, and enjoy an interesting variety of stimulating activities that are suitable for their varying abilities and stages of development. Excellent relationships have been formed with the staff and their peers and children are cared for as individuals as staff have a good understanding of their needs. They develop self-confidence and positive self-esteem through the praise and encouragement they receive from staff and learn to share and take turns.

Children's activities are organised through the clear planning of a curriculum for all children taking into account the Birth to three framework and the Foundation Stage of learning. Parents share their knowledge of their child's development with staff which forms the foundation for the planning and play they provide. Parents benefit from the photographic evidence displayed throughout the setting which reflects the activities and experiences their child is involved in when at nursery. Resources are plentiful, interesting and in very good condition.

### **Nursery Education.**

The quality of teaching and learning is good. Key staff use their knowledge of the Foundation Stage to plan a varied and stimulating curriculum which enables children to progress towards the early learning outcomes. Observations are completed regularly however, staff are not fully evaluating whether the learning intentions of the activity are being met.

Children have formed good relationships with each other and the staff members and affection is spontaneously given and received. They chat happily and the older children talk within a familiar group. Children show self-confidence and their self-esteem is encouraged through the positive interaction and reinforcement of the staff.

Independence is encouraged in everyday activities and routines, for example when using the bathroom, selecting resources and when serving their food at meal times. Children are kind to one another and the older children support and encourage the younger members of the group. Children are confident and express a keenness to choose songs or sing alone in circle time. Staff praise children appropriately and children are proud of their achievements. They link letters to sounds through the use of phonics. Alphabet lines are in place and children's names displayed also. The children look at their names and use flash cards for support when forming letters. Labels are also in place and displayed around the room in dual languages.

Children enjoy using the compare dogs to look at shape and size and to compare using language such as heavy, light, big, small, more than, less than. Work sheets encourage children to sequence and also to recreate patterns. They understand basic addition and subtraction and this is reinforced at times during the day such as song time. They learn measuring and weights when cooking and children have measured their height against a wall chart and compared the differences between themselves and their peers.

Children have daily opportunities to access technology and a computer is available with a wide variety of games and programs to meet the differing levels of ability. Children have recently been involved in a topic looking at themselves and their life. They brought in baby photos of themselves and staff encouraged them to think and recall things about that time including whether they could walk, talk and encouraged them to think how they moved around. Discussion took place about how they have grown and changed. Children learn about the living world

through discussion. They grow pumpkins and sweet corn and monitor the changes that take place, including the effects of the severe rainfall on their plants.

Children have good opportunities to develop their physical skills on a daily basis. They use balls, balancing beams, a variety of tools for digging and raking the garden and sand to develop fine motor skills. They take part in music and movement activities which encourages specific control, coordination and expression. Children are excited and eager to be involved. They learn to throw and kick with purpose, jump and balance with support where needed. They learn about healthy eating through topics and activities and understand the changes to their bodies after exercising - for example they feel their heart beat and talk about why they are hot. They understand that when they have finished they need to have a drink in order to get fluid into their bodies. Children enjoy taking part in races which encourages discussions about their size, strength and ability.

Children have daily opportunities to be creative with a wide range of mediums through planned and spontaneous activities. They express themselves through a variety of role play accessories and equipment and enjoy singing. Resources and activities continually encourage children to develop their understanding of other people's religions and beliefs. The children were involved in a good variety of activities that encourage their understanding of cultures and beliefs.

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

The provision is good.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's individual needs and preferences are known and respected by staff. Children learn about diversity and the wider world through discussion and cultural celebrations. Children enjoy a range of resources that portray positive images of race, culture, gender and disability including role play, dressing up, small world figures and books. A comprehensive policy is in place regarding special needs which details how the service will be provided to children. Staff provide appropriate levels of support to ensure that all children are included and receive individual attention so that their needs are effectively met. Staff ensure that children's individual plans effectively enable children to progress well.

Prospective parents are welcomed into the nursery to enable them to have a look around and discuss their child's needs and care. Children benefit from a gradual settling in programme which enables them to become familiar and confident in the routines of the day and begin to form relationships with the staff and their peers. Continuity of care is promoted through the detailed discussion that takes place to ensure that staff have all the relevant information about their child in order for them to effectively meet their needs.

Partnership with parents and carers of children receiving funding for nursery education is good. They benefit from clear, concise information included in the setting's prospectus which informs them of the care provided and all relevant policies and procedures. Newsletters, notice boards and daily verbal and written communication ensures that they are kept up to date and informed about their child's day and any forthcoming events. Displays and formal planning of the curriculum is prominently displayed and staff are pro-active in discussing this with parents. Open days and parents evenings take place which allows more detailed discussion on an individual basis about children's development and progress. Parents are very pleased with the care provided and have formed strong relationships with the staff. Parents are also involved in any themes and topics and are encouraged to bring things in from home to support the activities

for example, recently bringing in photographs of the children as babies to enable them to guess who was who and talk about themselves and how they have grown.

Behaviour is good. Children are aware of rules regarding behaviour as they are reinforced consistently and calmly by the staff. They respond positively to the praise and encouragement they receive and staff reinforce this through visual signs for example, happy facial gestures and clapping. Staff are consistent in their management of behaviour and are positive role models, taking into account the different levels of development and understanding of the children.

### **Organisation**

The organisation is good.

Children enter a welcoming, brightly decorated setting. Staff are vigilant with regard to the safety and welfare of the children and ensure that safety is addressed in all rooms. Children's safety and welfare is maintained as they are not left unattended with people who have not been vetted. Toys and resources are freely available and children are confident and secure in the routines that are in place. There is ample space for the children to move around and staff are deployed effectively to ensure that children are well supervised and lots of positive interaction takes place.

All staff hold early years qualifications and access training as part of their on going personal development.

Clearly written policies are in place and shared with parents outlining the care provided. Written and verbal communication takes place with parents each day to ensure they are kept up to date and informed about their child's day. Detailed documentation is held regarding the children's individual needs and personal details and health records are completed.

The quality of leadership and management of the nursery education is good. Staff demonstrated a clear commitment to providing good quality childcare and see training as an important part of their own individual development. This in turn impacts on the care they provide. The setting assesses its own strengths and weaknesses through personal appraisals and team meetings which enables them to meet and plan. However, they are aware of the need to ensure that the evaluation of the activities provided are more effective to enable them to assess if learning intentions have been achieved. Overall the needs of the children are met.

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

At the last inspection the setting, was asked to ensure that children in all areas have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. A wide variety of resources are now available in all areas of the setting these include dolls, small world figures, book, puzzles, dressing up and role play equipment. Diversity and the wider world are also reflected positively through posters and pictures that are displayed throughout the nursery. Therefore, children's understanding of race, culture, gender and disability is enhanced and promoted.

They were also asked to ensure that food transported to the children meets Environmental Services recommendation. Foods are now transported to the setting from the main college building in secure insular units which ensures that the foods are covered and kept to an appropriate temperature. Foods are then probed prior to serving to ensure their suitability.

As part of the funded nursery education inspection staff were asked to provide opportunities for children to explore and investigate how things work. A variety of electronic toys are readily available to the children. Staff have developed the graphics area and children are encouraged to investigate the living world. The computer is used daily and is a free choice activity throughout the day. The cassette player is used and a new CD player has been provided. A new programme has been purchased for the PC which enables children to make music and record their own voices.

Finally they were asked to develop effective systems for recording and monitoring children's progress, use these records to inform future planning and share children's progress with parents. Clear procedures are now in place for the assessment and monitoring of children's progress and individual needs are identified within the daily planning. Parents benefit from daily verbal discussion with staff and also during open days where they are able to discuss progress in more detail and look at the formal observations and assessments that have been made.

### **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):

- update written child protection procedures in line with current guidance

#### **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):

- evaluate activities to ensure that the learning intentions/outcomes for children have been met.

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)