

Hevingham Under 5's Association

Inspection report for early years provision

Unique Reference Number	254110
Inspection date	05 July 2007
Inspector	Pauline Margaret Todd
Setting Address	The Portacabin, Hevingham CP School, Westgate, Hevingham, Norwich, Norfolk, NR10 5NH
Telephone number	01603 754988
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Registered person	Hevingham Under 5's Association
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?

Hevingham Under 5's Association is run by a voluntary committee of parents and carers. It opened in 1984 and re-registered in 2004 after moving to a mobile building within the primary school grounds. It is situated in the rural village of Hevingham, Norfolk. A maximum of 22 children may attend the facility at any one time. The group is open each weekday from 09.10 to 15.10 during school term times. Out of school care is also provided from 08.00 to 18.00 during the Easter and summer holiday periods. All children share access to a secure enclosed outdoor play area.

There are currently 43 children aged from two to under eight years on roll. Of these, 28 children receive funding for nursery education. Children attend for a variety of sessions and come from the local community and surrounding villages.

The association employs four members of staff. Of these, two hold appropriate early years qualifications, one member of staff is working towards a higher qualification, and one member of staff is undertaking a level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. The group takes positive steps to prevent the spread of infection. The premises and equipment are very clean and well presented. Children have easy access to the bathroom and willingly take responsibility for meeting their own personal care needs. They confidently use the toilet. They thoroughly wash their hands afterwards and before eating snacks and meals.

Children's health details and medical requirements are clearly recorded to maintain their good health. Staff follow effective systems which enable children who are unwell to be cared for appropriately. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident and appropriate records are now completed.

Children are appropriately nourished. They eat snacks of apple, cheese and crackers which help them to learn about healthy eating. Children bring their own packed lunches to eat at midday. Any children with special dietary requirements would have their needs met appropriately because the parents provide the setting with detailed information. Children can help themselves to water from a dispenser in the play room. Staff ensure they drink sufficient amounts to keep them healthy. Children learn about what foods are good for them. For example, they take part in food tasting, they plant and grow their own fruit and vegetables to eat.

Children are encouraged to adopt a healthy lifestyle. They have a positive attitude to exercise and enjoy going outside to play in the garden. They practise running avoiding obstacles and controlling their speed. They push and pull using dolls' buggies and carts. However, they do not have regular opportunities to use large challenging equipment. They move their bodies well when pretending to be penguins and ostriches and join in enthusiastically with action rhymes. They routinely use malleable materials such as play dough with and without tools. They are developing competent manipulative skills by using scissors to cut straws to make paper flowers and rolling pins with the play dough. Children are able to fulfil their own needs with regard to rest and relaxation and use comfortable furniture and cushions as they wish throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in premises that are safe, secure and suitable to meet their needs. They are helped to feel comfortable and at ease by seeing colourful displays on the walls. Staff make good use of the space available to provide a stimulating environment for learning. They use furniture to separate areas for different activities. For example, washable flooring for messy play, comfortable mats and carpet area for children to take part in small scale play on the floor. Children enjoy playing in the enclosed role play areas. Drapes have been used creatively to provide a cosy atmosphere for them.

Children have access to a wide range of developmentally appropriate resources. These are stored in low units, clear containers and trays which encourage self-selection, for example, construction, zoo animals, musical instruments. Children use suitably-sized tables and chairs which enable them to sit comfortably to undertake activities and eat together.

Children are learning how to keep themselves safe. Staff explain why they need to mop up the water spilt on the floor, how to use scissors safely, not to put knives in their mouths at snack time. The group use detailed risk assessments and daily checklists for indoors and outside to reduce potential hazards and minimise risks. Procedures for fire safety are simple and clear and staff have a good understanding of their responsibilities and roles in the event of a fire. Fire drills are practised regularly to keep children safe.

Children are well protected because the staff have a sound working knowledge of child protection. They would be able to put appropriate procedures into practice if they suspect that a child is being abused or neglected to safeguard their welfare. The staff have undertaken relevant training for their roles and documentation is easily accessible.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted successfully because they undertake a wide range of activities and play opportunities that develop their emotional, social and intellectual capabilities. For example, play dough, craft, construction, water, sand, 'small world' toys. They enjoy their role play in the home corner indoors and in the summer house in the garden. They are happy and well settled. Children respond positively to adults who are interested in what they do and say. The staff talk and listen to them and maintain good eye contact. They position themselves at the child's level to support them with their activities, for example, at the table to make paper flowers. They share children's play, for example, putting the 'baby' to sleep in the book corner. However, staff do not always encourage children to be independent, for example, to place their own paintings on the dryer, to pour their own drinks at snack time, to return items to containers after use and to decide for themselves when they would like to play outside.

Nursery Education

The quality of teaching and learning is good. The staff are very enthusiastic about learning and make the activities interesting for the children. For example, the display of space rockets, placing paper flowers in vases. They have a secure knowledge of the Foundation Stage. They deliver a broad, balanced curriculum that covers all areas of learning. Planning for the activities clearly show their purpose and how they can be adapted for individual children. However, there is limited planning of physical play opportunities and how children can learn the purpose of writing through everyday activities. Ongoing observations are made of the children and the information transferred to their assessment records. The system for obtaining information regarding their starting points now involve the parents through the good use of 'All about me' sheets. Children's next steps are clearly identified. These are used to guide planning so they build on what the children already know. The teaching help children to focus and persist for some time, for example, with the flower making activity, when painting at the easel. Staff make good use of resources and accommodation indoors and outside.

Children are developing a positive sense of themselves. Staff give them many opportunities to talk about their families while they are playing in the home corner. Children concentrate well when playing with the train set and pouring water down the guttering outside. They initiate their own activities, for example, making paper flowers for the church leads on to children making some for the snack table and brooches to wear. Children are forming good relationships, tell each other 'we are best friends', and read each other stories. They interact readily with others. They tell each other 'there goes some more' when pouring water and are confident to initiate conversations. They say to staff 'can I help you later' when digging. They use language

well in their imaginative play and say 'I'm a bird' or 'I'm a dragon' when playing outside. More able children recognise their names and the initial sound. They mark make regularly but have limited opportunities to learn the purpose of writing. Some children attempt to write their names on their paintings. They enjoy repeating movements of the brushes as they paint.

Children undertake a wide variety of enjoyable, practical activities to promote their mathematical development such as puzzles and threading. They sing number rhymes, for example, '1,2,3,4,5 once I caught a fish alive'. Children confidently count independently, for example, 10 flowers in the pot, the number of carriages on the train track. Children see numbers in their environment on low number strings, they know when they have the same number or different number, for example, they use the words add and take away when making towers from the bricks. Staff use mathematical language, for example, when discussing the size of paper for paintings and making the straws longer.

Children are learning how to make sense of their world and acquiring skills, knowledge and understanding that will help with their later work in history, geography, science and technology. Children observe change over time. They take part in planting and growing of strawberries, tomatoes, sun flowers and potatoes. They discover how things work and experience cutting with scissors, joining using sellotape and building using a variety of construction materials. They use everyday technology. They see photographs which remind them of past events. Staff ask them if they remember what they made for 'Mother's Day' as they will be making the same flowers for the church. Children quietly ask if someone has died. Children have many opportunities to explore the natural world. They create their own small world environments by using the farm yard and buildings. Children learn through using their senses. They feel the texture of sand, gloop, household objects and fir cones. They spontaneously rub the herbs planted in the garden and then smell their hands. They explore colour when painting. Children enjoy singing familiar songs. They show good use of their imagination when playing in the home corner pretending to have a party and be 'babies', 'mummies' and 'cats'.

Helping children make a positive contribution

The provision is good.

Children have high self-esteem and confidence because the staff give them lots of praise, for example, for making neat flowers, for building tall towers. Staff treat them with respect. They ask if they can take a photograph of them with their pretty flowers on. The group liaises well with parents to ensure that children's records contain sufficient information to enable appropriate care to be given, for example, toileting. Children with additional needs are warmly welcomed into the setting and given sufficient support to promote their welfare and development. Children are helped to develop a positive attitude to others by using play equipment which reflects positive images of race and culture and celebrating festivals. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share the play equipment and are well mannered, for example, they say 'yes please' and 'thank you' at snack times. Staff use stickers to encourage good behaviour. Children have some planned opportunities to learn about themselves and the local community, for example, they have visits from the local vicar, go for walks around the village and have weekly links with the school.

Children's well-being is promoted because of the positive relationships which have developed between staff and their parents. There is a useful exchange of information at the beginning and end of each session. They receive written information about how their children have spent their time by 'home books'. There is an informative notice board in the entrance lobby. This

gives details of the provision, copies of the weekly planning and the group's policies and procedures. Parents now receive sufficient information about the procedures for making complaints and the process for resolving them. They receive regular newsletters informing them of forthcoming events and themes.

The partnership with parents and carers of funded children is good. Parents gain detailed knowledge about the early learning goals through the group's prospectus and displays of children's work. They are now well informed about their children's achievements and progress and make contributions to their assessment records. They are notified of the themes and activities being held which helps them to feel equal partners in their child's learning.

Organisation

The organisation is good.

The organisation of the setting ensures that children are well cared for by staff who are suitable to meet their needs. The staff and volunteers are able to work together well to promote children's welfare and learning. All adults providing day care have now submitted to a vetting procedure. However, there are no robust vetting procedures to make sure that new staff and volunteers undertake similar checks when they first join the group. Appraisals are regularly undertaken for all staff to make sure they are given sufficient opportunities to improve their skills and identify their training and development needs.

The group's operational plan now gives details of the contingency arrangements to cover any unexpected staff absences. This would be provided by committee members who currently help to cover the lunch period. The free-flow routine meets children's individual needs effectively. Staff are appropriately experienced and qualified and have a clear understanding of their roles and responsibilities. They provide a stimulating and well-organised environment and make good use of their time. There is an effective key worker system in place which aid communication with parents and provide continuity of care. Children are recorded as they arrive and leave the setting to keep them safe. Staff attendance is now also recorded and a visitors' book is used to note others present on the premises. The group keeps appropriate documentation which ensure the safe running of the provision. This is accessible from the office and sensitive information is stored confidentially. The group's policies and procedures protect children and implemented effectively to promote all outcomes.

The leadership and management is good. The supervisor and committee chair are very committed to the improvement of care and education for all children. They meet together regularly to evaluate their provision. However, there is no system for the setting to assess its own strengths and weaknesses showing clear points for improvements. Staff are aware of children's starting points and work with parents to support their progress. All children are supported appropriately to achieve their potential. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the group received an inadequate judgement for the quality and standards of the care. Four actions were made relating to committee members submitting to a vetting procedure, registering attendance of staff and visitors, the recording of accidents, procedures for unexpected staff absences and a system to record complaints. The group has worked extremely hard over the last seven months to take steps to develop their documentation to meet successfully all of these actions to safeguard children.

There were three recommendations made to improve the quality of the nursery education. To develop assessments and planning so that children are challenged, particularly in their mathematical and physical development, to increase opportunities for parents to contribute to their child's learning and to improve the leadership and management of the setting by implementing an appraisal system and introduce ways of monitoring the effectiveness of the educational programme. The staff and committee have worked together with the support teacher from the local authority to improve the quality of their nursery education. Assessments and planning now work well to ensure children are challenged. Parents are contributing to their child's learning and are fully involved in the recording of their starting points through the completion of an 'All about me' form. Appraisals are undertaken for all staff to identify their training and development needs. The supervisor evaluates the effectiveness of the curriculum to make sure all children make good progress.

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.

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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):

- encourage children to be more independent with regard to everyday routines
- develop robust vetting procedures, which includes the completion of criminal records checks, to make sure all new staff and volunteers are suitable.

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):

- develop the planning so that children are provided with regular opportunities to use large challenging physical play equipment and attempt writing for different purposes
- develop a system to assess own strengths and weaknesses.

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