

# Highnam Under Fives

Inspection report for early years provision

---

<b>Unique Reference Number</b>	101731
<b>Inspection date</b>	23 January 2008
<b>Inspector</b>	Angela Cole
<b>Setting Address</b>	Wetherleigh Drive, Highnam, Gloucester, Gloucestershire, GL2 8LW
<b>Telephone number</b>	01452 384386
<b>E-mail</b>	
<b>Registered person</b>	Highnam Under Fives
<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?

Highnam Under Fives is managed by a committee of parents of children at the group. It opened in the 1970's and operates from a classroom in Highnam Church of England Primary School which is situated in a residential area. The children also have use of the school hall and grounds. A maximum of 21 children may attend the setting at any one time. The group is open on weekdays during term times from 09.00 to 12.00 and 12.30 to 15.30. Extra hours are available from 08.00 to 09.00 for breakfast, 12.00 to 12.25 for lunch and 15.30 to 16.00 after school.

There are currently 52 children aged from two years six months to under eight years on roll. Of these, 33 children receive funding for early education. Children come from within the village or from the surrounding areas. The setting currently supports a number of children with learning difficulties and/or disabilities.

The group employs five members of staff. All of these hold appropriate early years qualifications and one is working towards a further qualification. The staff are supported by parents on rota duty. The group has close links with the school and local church.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have daily opportunities for exercise and frequent fresh air. They gain good control of wheeled toys and confidently balance on a scooter. Older ones enjoy regular movement sessions and join in well to develop sequences of movements, such as stretching and curling. They are well engaged in activities requiring hand/eye coordination and gain increasing control over mark-making equipment, including brushes and chalks.

The children thrive because staff follow effective procedures which meet their health needs. For example, they use protective items for nappy changing and clean tables thoroughly. Children learn the reasons for good hygiene practices, including competent handwashing, and say it is because of the germs. They receive good continuity of care through sharing of information with their families about accidents and parents receive copies of the administered medication records, though do not sign these. The children are well protected from spread of infection through staff's clear policy about sick children which they share with parents.

Children have free access to fresh drinking water so they do not become dehydrated. They learn about healthy eating through topic work and discussion to know which foods are good for them, including fruit and milk. Parents are generally aware of the healthy eating programme promoted on the site, regarding the children's lunch boxes. The children enjoy varied, nutritious snacks that comply with all special dietary requirements to ensure they remain healthy.

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

The provision is good.

The regularly cleaned premises are child-friendly, bright with displays and kept an appropriate temperature so that children are comfortable. Staff take responsibility for checking and cleaning the toys and equipment so that children play safely. The resources are safe, appropriate for the children's ages and some are in accessible storage, including a good selection of collage materials.

Children are cared for in a safe environment where most hazards are minimised. Staff are well aware of the required daily checks and written risk assessment is detailed. As a result, adults are vigilant to protect children from uninvited visitors and may not leave the premises unsupervised. Children begin to learn to keep themselves safe as they are regularly involved in emergency practices, learn about road safety and discuss safety issues, such as wearing oven gloves.

All staff are trained in first aid and child protection and are aware of how to put the local child protection procedures into practice. This knowledge is underpinned by comprehensive policies in line with local child protection procedures to support them to take appropriate action in the event of any concern.

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

The provision is good.

Children enjoy their time in the group and benefit from the routine that includes active periods, quiet times and provision for their care needs. The friendly staff are caring and have a good

knowledge of how children learn through play. This means that children are happy and develop confidence to sing in front of others and to make their needs known, as they can be sure of a kind response. They develop their independence skills well in many areas, including management of lunch boxes and changing for physical play. The range and balance of activities helps children to make good progress in all areas of their development. They choose to be involved with a wide range of interesting resources, including experimenting with cars, a tube and materials for bridges. Adults constantly observe and record what children do to plan the next steps in their play and learning. Younger children are well supported because of the staff's secure understanding of the 'Birth to three matters' framework. They concentrate for long period of time, for example, constructing with sets of natural materials and competently handling wire puzzles.

## Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and are clear about activities and expectations that will support and challenge each child's learning. Planning of the curriculum and assessment of progress are well developed to include learning objectives that are appropriate to children's learning needs. Resources are offered in helpful rotation, though large materials are not regularly available. Equipment in low-level storage units can be seen and requested, though not accessed by children. Staff support children's ideas well during the session, for example, supporting them to make transport models, though their interests are not extended over subsequent sessions to foster learning for individuals or the group. Adults are efficiently deployed to give children an effective balance of child and adult-initiated activities in the security of predictable routines, though outdoor play is timetabled and mainly involves physical play.

Children make good progress towards the early learning goals in all six areas of learning. They talk clearly to others and interested adults, especially at activities and snack time. They enthusiastically describe events and ideas and tell their stories, for example, about what they will do when they grow up. New words and correct pronunciations are regularly emphasized, such as 'press stud' and 'banana'. Children enjoy listening to books and see many words around the room. They suggest rhymes by pairing models, such as 'bear' and 'chair', and recognise their names by initial sounds. They are eager to paint pictures and chalk 'messages'. Children make good progress in relation to their starting points, for example, in mathematical development. They show an intense interest in numbers, eagerly counting water wheels and quickly recognising numbers of pegs. They are well supported to compare numbers, for example, at snack time when counting their pieces of fruit. Number songs, such as 'Five currant buns', introduce the idea of taking one away. Children learn the meanings of size words, including 'shorter' and 'longer', and regularly solve practical problems in dough, brick, water and physical activities.

The children effectively gain new ideas and skills to extend their knowledge and understanding of the world. They explore the school environment on walks, play with natural materials and handle pets on farm visits. Activities, such as growing vegetables to cook and observing weather, focus meaningfully on changes. Children have an increasing sense of time, remembering significant events and eagerly discussing clothes worn by growing babies. They enjoy using the computer to extend their learning and show skill at designing and making models, including a 'fire engine'. There are no differences in learning between different groups of children, for example, in creative development. Children are keen to explore colours and textures through material collage and stamped shapes to stick on suitably coloured backgrounds. Children eagerly join in words and actions of many rhymes and quickly learn new songs, clapping on the beat.

Their use of imagination is well fostered through art, craft and role-play in attractively resourced areas, including a 'home' and a 'paint shop'.

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

The provision is good.

Children are well known and highly supported as individuals. They are effectively supported to settle and gain good self-esteem as staff offer frequent opportunities for them to make their own decisions. For example, they enjoy a wide range of indoor activities that they usually choose for themselves. Tasks, such as feeding birds, teach them a sense of responsibility and care of living things. Staff ensure that resources positively represent children who attend, including travelling families, as well as individuals from the wider community. This helps children develop a positive attitude to others.

All children are included, their differences are acknowledged and valued as, for example, children with additional needs are very well supported. Staff work closely with their parents and different agencies, including medical staff and other daycare settings, so their learning and care requirements are well met. Children's behaviour is managed sensitively by staff who consistently foster a calm atmosphere and encourage consideration for others through sincere praise. As a result, children are polite and are learning to be responsible for their own behaviour. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff develop supportive relationships with families. As a result, children benefit from much exchange of information about the group and parents have effective opportunities to learn about children's achievements. They know they can see the children's records of progress at any time, though their comments are not regularly included. Parents are well involved in the children's learning through management, helping on a rota basis, supporting children's reading and providing resources for the children to show to others.

### **Organisation**

The organisation is good.

Children are cared for by teams of experienced adults who are well qualified. The group uses robust procedures to appoint and vet new staff, though there is no system to check their ongoing suitability to work with children. High ratios of adults to children are maintained and the keyworker system is well established to support children and their families. The staff foster good links with other settings, including the school on site, and this helps children's transitions as they move on. The setting meets the needs of the range of children for whom it provides.

All legally required documentation is in place and well organised with high priority given to confidentiality. The daily register provides a clear record of children's attendance as times showing later arrivals and early leavers are noted. The completion of the complaints log is up-to-date and includes the necessary information. Most records are effectively shared with parents concerning the children's health and safety. The group's operational plan is detailed and its detailed policies are regularly reviewed to reflect the practice in the group.

Leadership and management are good. The committee is supportive, for example, in promoting staff's professional development for the children's benefit. Staff have good commitment to improvement as they regularly monitor children's learning and evaluate their practice to implement plans for action. The leadership promotes good team working, for example, through

delegation of responsibilities, and effectively promotes an inclusive environment in which every child matters.

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

The previous care inspection recommended that the setting improved the display of children's work. Staff now ensure that posters and displays are at children's height wherever possible and this makes the environment more welcoming to children and their families.

The previous education inspection required the setting to improve procedures for the implementation and use of assessment. Staff have continued to develop systems for observation and assessment by all staff as the children's keyworkers. They effectively use these to help to move children on to the next stages in their learning.

### **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 the 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):

- make sure the written record of medicines given to children is signed by parents
- ensure that there are effective procedures in place for checking the ongoing suitability of staff to work with children.

#### **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):

- review the use of planning and assessment that includes parents' comments to further plan for children's learning based on their individual interests
- consider the routine and free access to wider ranges of indoor and outdoor resources, including large materials, for children to become independent learners.

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)