

# Hackness and District Under Fives

Inspection report for early years provision

---

<b>Unique Reference Number</b>	400456
<b>Inspection date</b>	05 November 2007
<b>Inspector</b>	Carol-Anne Shaw
<b>Setting Address</b>	Hackness Village Hall, Hackness, Scarborough, North Yorkshire, YO13 0JW
<b>Telephone number</b>	01723 882356 am
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Hackness and District 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?

Hackness and District Under Fives has been registered since October 1992. It is a registered charity managed by a voluntary committee. It is registered to provide full day care. It operates in Hackness Village Hall on the edge of the North Yorkshire Moors approximately four miles from Scarborough and four miles from East Ayton. There is enclosed area for outdoor play and the adjacent recreation field is also used.

The provision serves the immediate and the wider surrounding rural area. The group is a member of the Pre-school Learning Alliance. Children aged two years to under five attend. The group is open from 09.00 to 12.30 Monday to Friday. On Monday and Wednesday the group is open 09.00 to 15.00, term time only.

The group is registered with the local authority to provide funded nursery education places for those children of eligible age. There are currently 22 children on roll; of these, 13 children receive funded education. Children with learning disabilities are welcomed to the group. There are no children who speak English as an additional language attending at this time.

The committee employs five staff, all of whom have an relevant early years qualification and attend additional training to keep updated. The group welcomes parents' participation. They also receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about being healthy through the daily routines and because they understand the importance of regular hand washing during significant times of the day, after visiting the toilet and before eating. The staff promote good hygiene practices as they implement the procedures for keeping children healthy and preventing the spread of infection. They minimise the risk of infection to children and the sick child policy is shared with parents.

Children's health is protected because the snacks are prepared hygienically in line with current guidance. Children's health is effectively protected by the use of systems that protect them regarding the administration of medication and the recording of accidents. Children enjoy good periods of outdoor play where they benefit from fresh air and robust physical exercise. They also enjoy local walks and visits to support their development.

Children have their health and dietary needs fully met, staff use the information from parents effectively. Children's dietary requirements and preferences are adhered to at all times, working with parents to ensure compliance. The group provide a range of healthy and nutritious snacks which includes a wide range of fresh fruit and vegetables. Children are beginning to understand the importance of healthy eating and good nutrition as they discuss why the fruits eaten at snack time are good for them. They also have opportunities to taste different foods when covering topics and celebrations from other countries.

Children are able to rest and have quiet times according to their needs because the staff plan the sessions to be flexible. However, the arrangements are not as effective for the younger children to get the required rest. Children freely access water when thirsty and are encouraged to drink after exercise to maintain hydration.

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

The provision is outstanding.

Children are cared for in a welcoming, safe and secure environment. Comprehensive and effective risk assessments have been completed, along with a range of implemented policies and procedures that effectively maintain children's safety and well-being. The setting is well maintained with good natural daylight in all areas. Children are able to move around freely; the use of the space is organised effectively, allowing free movement between activities. The premises are kept secure and access is only gained through the main door, where staff ensure the identity of visitors and require them to sign in and out. They are also accounted for when on the premises at all times. Likewise, children are fully supervised through the session.

Children independently select activities that are safely stored on low-level shelves and boxes, all are effectively labelled to promote understanding of where resources belong. Children learn to take responsibility in keeping themselves and their environment safe by actively helping to put equipment back, and working to safe numbers of children on equipment.

Children's safety is assured because staff follow the effective procedures that are in place to ensure children are safe. Children learn how to keep themselves safe when outside the setting. The children enjoy the outings to the local area. They are encouraged to run when in the field and to take care when playing and using the climbing frame: they wait to take their turn on the large equipment. Children learn about bonfire safety and attention is given to farm and road safety through visits, role play and discussions.

Children's safety and welfare is significantly enhanced and further assured by the staff. They have an excellent understanding of the procedures for recording and reporting any concerns relating to safeguarding children. The designated person and all staff have attended training and demonstrate excellent knowledge and awareness of the signs and symptoms of a range of types of abuse and neglect, therefore are confident to protect children from harm. Parents are made fully aware of the group's procedures.

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

The provision is good.

Children are valued and respected as individuals because staff know them well and provide them with excellent support. Relationships between staff and children are good which contributes to children's well-being. The key worker system ensures children are cared for by familiar adults who support and encourage them. As a result they are aware of and meet children's needs effectively. The children clearly enjoy attending the pre-school where the staff organise a fun and caring atmosphere. Children's progress is recorded linking to the 'Birth to three matters' framework for the younger children, this is used effectively to inform future planning.

Children learn new skills and respond well, for example, they enjoy the creative activities, using glue and paint with lots of glitter. The younger children enjoy their play, accessing all the areas of learning. Children enjoy story time in groups, individually with a member of staff or simply as a quiet activity on their own.

### **Nursery education**

The quality of teaching and learning is good. Progress towards the early learning goals is made by all children, because they enjoy a sound range of activities to promote their learning. This is supported through a good balance of adult- and child-led activities, which allows children to learn at their own pace. The children are settled and confident in the pre-school environment. They enjoy exploring the different play opportunities and are learning to make choices about what they do and are therefore more independent in their play and thinking. The staff are very effective in promoting independence by encouraging children to make choices from a wide range of activities readily accessible to them. They select and choose, they state their preferences with confidence. Children concentrate well as they play, learn and ask questions, helping them to make sense of the world and developing their knowledge and understanding.

Children are developing good communication skills, for example, they contribute to group discussions. They listen with enjoyment to stories and enjoy books as they learn that print carries meaning. Children have opportunities to observe change as they garden and grow plants, and learn about caring for living things through different topics. The children have good opportunities to use information technology in a practical way, using the digital camera to enhance their learning.

A particular strength of the setting is the creative play. Children demonstrate very good levels of imagination. They engage in a variety of activities to develop their creative skills. They particularly enjoy making pictures to take home. The staff show the children how to mix colours and to use the different size paintbrushes as they create lively and exciting pictures and models, for example, the large painting of firework rockets in the sky.

Children show interest in numbers, they have many opportunities to count and to use their mathematical thinking during their play. Children learn about shapes and measuring. There are opportunities for children to access mathematical resources on a daily basis, to sort and order.

Physical play is thoroughly enjoyed by the children. They run, climb and enjoy the many role play activities that support their physical development; the building of the bonfire and pretending to be firefighters support this. The staff are effective in encouraging children to share and take turns. Children learn to use small tools and equipment, for example, using the play dough tools, scissors and the glue spreaders. Children learn about their local community through topics and visits.

The children make good progress overall because the manager and staff have a sound knowledge of the principles of early years education. They plan a wide range of interesting activities which embrace each area of learning. The effective use of the information from observations about what children already know and can do develops and extends learning opportunities for the differing abilities of all the children. This is in the process of being developed further to better reflect individual children's interests.

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

The provision is outstanding.

All children are welcomed and play a full part in the pre-school; the staff value and respect their individuality and the family context for each child. The children have excellent opportunities to learn about their own community and the wider world through innovative activities and interesting visitors to the group. They are developing a positive attitude to others because their environment, experiences and play materials promote positive images on a daily basis. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties are made very welcome, with very appropriate arrangements made to support and integrate them into the group. There are no children with English as a second language attending, however, systems are in place to support them when this is required.

Children build self-esteem and confidence in their own abilities because staff speak positively to them. Praise and encouragement support children's efforts and achievements, helping foster their independence. Children know where and how to find things because they are encouraged to freely choose and select from a wealth of resources. Children are extremely well behaved, the constant application of boundaries helps the children to understand what is expected of them. For example, children say please and thank you, share resources and take turns. They are polite and show very good manners.

The partnership with parents and carers is outstanding, the close partnership with parents contributes significantly to children's well-being in the group. Parents' views about their child's needs are actively sought prior to the child starting at the setting and throughout their time there. The staff ensure that all parents know how their child is progressing, through the profiles the staff complete and through lots of discussion and information. Children benefit from the

involvement of their parents in projects which contribute to their good health, safety, development and learning. The parents take an active part in some of the activities in the group and support the children and staff by helping with resources for topics.

## **Organisation**

The organisation is good.

The leadership and management of the setting is good. The staff are effectively led by the manager who leads by example. Comprehensive planning is in place to cover all areas of learning, and the evaluation of activities and the monitoring of the nursery education are effective. The planning for learning is linked to the individual assessments of children. Consequently, children are given many opportunities to extend their development and learning.

The environment is organised for the children effectively. The use of time and space is effective. They plan a variety of activities for both indoors and outdoors to cover all areas of the curriculum. The children enjoy their time at the group, therefore are eager to attend and settle well into their play. The children are supervised effectively, giving them many opportunities to explore the various areas of play.

The staff team are fully aware of their roles and responsibilities, they work very effectively as a team and this contributes to the smooth running of the sessions. Training is promoted positively with short courses accessible through the local authority, and further opportunities offered to staff to promote their professional development, therefore enhancing the care provided for the children.

Recruitment and vetting procedures for staff are effective, therefore this ensures children are well protected and cared for by staff who are suitable and have the knowledge and understanding to promote children's development in all areas. The new committee are in the process of going through the vetting procedures. All of the legally required documentation which contributes to children's health, safety and well-being is in place. The daily records are consistently well-maintained and are stored securely to maintain confidentiality.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection recommendations were made relating to hygiene and organisation. The provision has followed guidance from the environmental health and continues to make requests for improvements to be made to the hall toilets.

At the last nursery education inspection they were asked to continue to evaluate the educational provision, particularly the new planning and assessment system. The group continues to evaluate their provision and they continue to develop and improve the assessment and planning for individual children.

The recommendations have been followed resulting in the pre-school better meeting the needs of the children they care for.

## **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):

- develop the provision for younger children, to plan and support appropriate periods of rest.

#### **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):

- continue to develop the observations of children's progress and the weekly planning for 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)