

# Harriseahead Under 5's

Inspection report for early years provision

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<b>Unique Reference Number</b>	218157
<b>Inspection date</b>	07 March 2008
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<b>Registered person</b>	Harriseahead Under 5's
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Harriseahead Under 5's opened in 1976. It operates from Thursfield Community Hall in Harriseahead, Stoke on Trent. The group has access to the large main hall and an enclosed outdoor play area. Additionally, the neighbouring school playground can also be used for outdoor play. A maximum of 26 children may attend the group at any one time. The group opens each weekday during school term time from 09:00 to 15:00 on Mondays, Tuesdays, Thursdays and Fridays and from 09:00 to 13:00 on Wednesdays.

There are currently 55 children on roll aged from two to under five years. Of these, 31 children receive funding for nursery education. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities.

Four members of staff work full-time with the children with another member of staff working on a part-time basis. The manager holds an NVQ Level 3 in childcare practice. All other staff are qualified to NVQ Level 2.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Accident records are suitably maintained. A high proportion of staff are qualified to administer first aid and all staff fully understand the importance of accurately recording and sharing information with parents. This promotes consistency of care. Medication records are also appropriately completed to reduce the risk of over or under medicating. Parental consent for staff to give emergency first aid is routinely collated. However, permission for staff to seek further medical advice or treatment is not effectively gathered as the consent form signed by parents lacks clarity. Potentially this could lead to a delay in accessing emergency treatment. The setting seeks to protect the health of all children attending the playgroup by excluding sick or infectious children. Any child who becomes ill is appropriately cared for, away from others, while they await collection.

Children are generally protected from cross-infection as the setting has some sound policies and procedures in place. Staff wear disposable gloves and aprons for cleaning up spills and all surfaces are cleaned before and after use which reduces the risk of contamination. Children also follow set routines which ensure that they wash their hands after visiting the toilet. They understand why this is important as staff talk to them about 'keeping healthy'. Children know that washing hands 'gets rid of germs'. However, on occasions sufficient supplies of soap are not available. Furthermore, the current routines do not ensure that children wash their hands prior to snack or mealtimes. This compromises children's well-being.

Children benefit from a nutritional diet. They enjoy fresh fruit at snack times and tuck in enthusiastically to slices of apple, orange and banana. Children bring their own packed lunches and are encouraged to eat savoury items first. The playgroup has a healthy eating policy and asks parents to provide nutritious snacks. This is reinforced by the staff who effectively encourage children to be excited when they have fruit in their lunchboxes. For example, children try to bring in the 'biggest banana' and compare them with the pictures on the wall. As a result of this commitment to healthy eating, the setting has been awarded the 'Start healthy eating in playgroups' certificate.

Children enjoy sufficient opportunities for active play. They use large apparatus such as slides and rockers on a daily basis as these are available inside the spacious hall. Children enjoy zooming down the slide then running round again for another go, again and again. They also enjoy playing together on the rockers seeing how high they can go. There is a small outside area and access to the school playground, which is adjacent to the setting, is also available in good weather. Children also dance and move imaginatively to music during adult-led activities in the setting. As a result, children's physical development is adequately fostered.

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

The provision is satisfactory.

Children are cared for in a safe and welcoming environment where risks to them are limited through appropriate safety and security procedures. The exterior doors are all securely locked enabling staff to monitor access at all times. This protects children from inappropriate visitors and from leaving unsupervised. Risk assessments are completed regularly and daily safety checks are also made. All areas are suitably maintained. A satisfactory level of supervision also

further safeguards children. Staff work alongside them most of the time which lessens the likelihood of harm through accidental injury.

Children use a broad range of safe resources. They are able to independently choose most activities as resources are stored within easy reach. They generally play safely as they respond promptly to staff instruction. For instance, they walk around the setting as they are reminded not to run and sit sensibly for snack and mealtimes. They also take part in the setting's evacuation procedure. This helps them to respond to instruction quickly and calmly. The staff also provide some interesting activities to encourage children to consider their safety in other situations. For example, children learn about crossing the road and being visible to cars during a visit from a lollipop lady.

Staff demonstrate a suitable understanding of child protection. They understand the correct procedures to follow for recording concerns and have a clear understanding of signs and symptoms that may alert to child abuse. This helps to protect children from future harm or neglect. Up to date details of the Local Safeguarding Children Board have been obtained. This ensures that any concerns can be promptly reported to the relevant authorities.

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

The provision is good.

Children enjoy a wide range of stimulating experiences that encourage their intellectual and creative development. They enjoy building with both large and small construction blocks and play imaginatively with their creations. For example, they build a house and then make items of furniture to go inside it. Staff enhance their play by asking them about their ideas and encouraging them to consider other items they could make. Children also enjoy accessing the computer, using the mouse with skill as they click on different numbers to colour in the pictures on the screen. They proudly show off their work as they are able to print out the finished product. Adult-led activities are also available. Children take part in sorting items into coloured pots or designing pictures. Their preferences are respected as they move freely around the setting to access resources, choosing books to read, completing jigsaws or going on the slide over and over again. As a result, they are immersed in their play as they are free to choose activities that they enjoy.

Staff encourage all children to be actively engaged and language skills are effectively developed as staff talk to them throughout the day. As a result children's social skills are developing well. They learn right from wrong as positive actions are rewarded. They are encouraged to behave well through the skilful use of praise and encouragement. Staff say 'well done' or 'thank you' as children respond to instruction to take turns on the computer or to join in at 'tidy up time'. Consequently, children have good levels of self-esteem. There are plenty of opportunities for children to snuggle up with staff as they read stories or complete jigsaws alongside the children. As a result, children are relaxed and comfortable, developing a positive sense of belonging.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff demonstrate a suitable understanding of the Foundation Stage and have a fair knowledge of how children progress through the stepping stones. They work as a team delivering planned activities and assessing children within their key-worker groups. Sound planning ensures that all areas of learning are covered. For example, during a topic on fruit and vegetables children have opportunities to taste, print and cut up different fruits. They then use the home corner for a fruit and vegetable stall and 'sell'

the items, counting out money as they buy and sell. This approach ensures that all developmental skills are included and as a result, children develop steadily across all areas. The system for assessing children's achievements is largely sufficient. All staff make observations of children's achievements and record these in the children's individual files. Staff also seek to evaluate each activity in terms of individual responses and learning. However, not all staff are consistently identifying children's next steps. As a result, staff miss some opportunities to extend children's learning in line with their individual ability. This hinders progress as activities are not always sufficiently challenging.

Staff generally use suitable methods to maintain children's interest, sitting with them, asking questions and extending their play in most areas. For instance, as children play with different coloured blocks, staff encourage them to sequence them and ask them about the different colours and what comes next. Staff are also skilled at including more reserved children and those with additional needs. They adapt activities effectively to ensure that all children are equally well supported and allow children to learn at their own pace. However, on occasions, staff tell children rather than ask them, or use closed questioning which prevents children from fully exploring their own thinking. For instance, when discussing reflective clothing staff tell children why this worn rather than ask children.

Children's attitude to learning is largely positive. They concentrate well as they complete jigsaws or write their own names on their pictures. Children behave well and respond positively to the boundaries set. They learn to care for themselves as they help themselves to tissues and go to wash their hands independently. Children's language skills are good. They speak clearly and are confident singing along to 'if you're happy and you know it' and other favourite nursery songs. They interact well, taking turns in conversation as they enjoy using language creatively as they role play being 'horses' charging at the castle made out of construction blocks. They are familiar with seeing their names and other words in print and some children are able to write their first names legibly. Staff provide regular opportunities for children to mark-make and consequently, most children have good control when using a pencil.

Children also understand and use numbers in everyday routines. Most children can count up to ten confidently and some are able to go far beyond this. Children are able to match number to object and recognise different shapes. They use mathematical language such as 'big ' and 'little' as they compare items and consider who is the tallest and smallest. Children have plentiful opportunities to investigate objects and find out about their surroundings. They enjoy nature walks and show interest in worms and other creatures that they find. They take part in interesting activities such as planting bulbs during a topic on growing. Staff also organise visits from people in the area so that children can learn about the wider community such as the role of the police. Additionally, they celebrate a range of festivals and get involved in tasting different types of food from around the world. This helps children learn about their own beliefs and those of other people. As a result, children's knowledge and understanding of the world is effectively extended.

Children develop their fine manipulative skills well. They use one-handed tools competently and show increasing control as they draw pictures and decorate cards. Their creativity is valued as they use their imagination to construct a 'hungry caterpillar' out of craft materials or dress up in outfits and play freely.

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

The provision is good.

All children are treated with equal concern as the setting works well with parents to ensure children's needs are met. Individual records are sufficiently detailed to maintain the welfare of all children. The resources at the setting also positively reflect individuality. Children are encouraged to talk about their own home life as they discuss their families and pets. This helps children value their own background. There is also a good range of resources and activities which reflect different cultures, disabilities and ethnicities. The setting provides some innovative opportunities for children to develop their understanding of the wider world, such as practising Tai Chi and learning how to count in Chinese to celebrate the Chinese New Year. Children are also encouraged to consider the needs of others as they take part in fundraising activities. This effectively encourages children to develop a positive attitude towards the wider community and an appreciation for diversity.

Children have good opportunities to develop their social skills as they are encouraged to play together harmoniously. They generally behave well and show respect to each other and their surroundings. Staff are successful in managing behaviour in a way that promotes children's self-esteem. They encourage children to recognise the importance of rules by involving them in discussion about playing together safely and kindly. As a result, children are respectful and show consideration for other's feelings. Children's spiritual, moral, social and cultural development is fostered.

Children receive consistency of care as staff are friendly and approachable, communicating regularly with parents. Parents have the opportunity to stop and chat on a daily basis at arrival and collection times. This ensures that any changes or concerns relating to the children can be quickly responded to. For example, prior notice is required if a child is to be collected by anyone other than the usual carer. This protects children from inappropriate individuals. A parents' information leaflet is also provided detailing some of the activities on offer and providing information about the policies and procedures that the setting adheres to. As a result, parents are able to make themselves fully informed about the care provided.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents receive basic information on the educational programme provided and are encouraged to be involved in their child's learning in a variety of ways. Parents are asked to provide resources for topic areas and are invited to come in for open mornings. However, they do not receive topic sheets or ideas about how to extend their children's understanding at home. This restricts opportunities to extend children's learning in the home environment.

The setting actively supports children with learning difficulties and/or disabilities. Children with a range of additional needs are offered a high level of support as staff are committed to assisting them in their development. Additional training and advice is sought to meet any specific needs. This ensures that staff are able to offer the right level of input. Staff work effectively with parents and outside agencies to ensure that all children are encouraged to reach their full potential. As a result those with additional needs make good progress.

## **Organisation**

The organisation is satisfactory.

Staff who work with the children are suitably qualified and experienced. Recruitment procedures are sound, ensuring that all staff are appropriately vetted. New staff receive a basic induction

which ensures that they are quickly familiar with the key policies and procedures. This promotes the welfare of children. Staff are encouraged to access further training to improve their knowledge and skills. Children benefit as new ideas and techniques are incorporated to enhance their experience. Formal procedures are also in place to assess the ongoing suitability of staff. This promotes children's safety as staff are routinely asked about changes in their circumstances.

The leadership and management of children in receipt of funding for early education is satisfactory. Appropriate guidance is given by the management to ensure that staff are clear in their roles and feel supported as they develop. All staff are encouraged to be involved in planning and delivery of activities. Time is given for them to assess children and track their progress. As a result, children are achieving steadily. There is no system to assess different teaching styles and the impact this has on children's learning. As a result, the setting is not effectively evaluating its own strengths and weaknesses. This hinders future improvement.

Most required documentation is of a suitable standard and is available for inspection. However, the daily register does not include exact times of arrival and departure. This compromises children's wellbeing as their movements between carers are not accurately recorded. All information is stored appropriately with due regard for confidentiality. Ratios are consistently maintained to ensure children benefit from appropriate levels of adult supervision. Overall, children's needs are met.

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

At the last inspection, to improve the standards in care, the setting was required to provide an action plan to show how and when the supervisor will achieve a Level 3 qualification and how at least half of all staff will hold a Level 2 qualification; ensure the child protection policy includes procedures to follow in the event of an allegation being made against a member of staff or volunteer; ensure medication and attendance records are retained for two years and request written permission from parents for seeking emergency medical advice or treatment.

The manager now holds a Level 3 qualification and all other staff are now qualified to Level 2. This ensures children receive care from knowledgeable and experienced staff. The child protection policy has been updated and includes a clear line to follow in the event of allegations being made against staff or volunteers. This safeguards children. Medication and accident records are now retained and available for inspection. The setting has also sought to obtain parental consent for the seeking of emergency treatment. However, the forms do not clearly show whether consent for further medical treatment can be given by staff, in the parent's absence. This requires further clarification.

To improve the standards in nursery education the setting was required to encourage children to handle books more regularly, observe print in the environment and provide opportunities for more-able children to recognise their name; develop the assessment system and identify individual learning targets for children; further develop the planning to evaluate what children have learned; implement a system for children with special educational needs and provide opportunities for children to express themselves freely in creative activities.

Children now enjoy plentiful opportunities to handle books at set times and during free play. They select items as a result of clear labelling and find their own name cards on arrival. As a result, children's early literacy skills are developing appropriately. Similarly, a range of creative activities are provided which enable children to use their imagination and express themselves through a range of media. Children enjoy dressing up, moving to music and drawing pictures

to their own satisfaction. Consequently, their creativity is fostered. The assessment system now in use enables staff to assess children in their key-worker groups and staff observations are used to good effect to evaluate what individual children have learned from activities. This enables progress to be assessed and monitored. Some staff also identify individual learning targets and plan for children's next steps. This now needs to be consistently applied for all children to benefit.

The setting has also made improvements in supporting children with special educational needs. A designated member of staff is now available to co-ordinate support. This staff member has accessed specialist training for this role and is keen and enthusiastic. As a result, any child who is identified as having additional needs is assessed and monitored to encourage progression.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 appropriate resources are always available for hand washing and improve the routines to ensure children's hands are properly clean at key times
- clarify the consent form for the seeking of emergency medical advice and treatment
- improve the detail in the registers to clearly show children's times of arrival and departure.

#### **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):

- consistently record children's next steps and clearly show how these are linked into future planning
- increase the use of open questioning to enable children to expand and explore their thinking



- devise and implement a system to evaluate the impact of different teaching styles upon children's progress
- provide ideas for parents to extend their children's learning at home.

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)