

# Hewett Under 5's

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY260351
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Julie Denise Edmonds
<b>Setting Address</b>	Care Block, Hewett School, Cecil Road, Norwich, Norfolk, NR1 2PL
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<b>Registered person</b>	Alma Simmonds
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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?

Hewett Under 5's opened in 1974. It operates from a self-contained block within the grounds of Hewett High School in the city of Norwich. A maximum of 32 children under five years may attend the setting at any one time. The children have use of a large play room for two to five year olds and two further rooms are available for children under the age of two years. There is a large enclosed garden adjoining the rear of the premises. A second enclosed outdoor play space is registered at the front of the building. The setting opens five days a week during school term times. Full daycare is from 8:00 until 16:45 and sessions are from 9:00 until 12:00 and from 13:15 until 15:30.

There are currently 63 children on roll between the age of eight months and four years. This includes 21 children that receive funding for early education. Children attend for a variety of sessions. Hewett Under 5's serves the local area. The setting supports children with learning difficulties and/or disabilities and who have English as an additional language.

The setting employs nine full and part-time staff to work with the children. The manager and deputy hold early years qualifications above National Vocational Qualification (NVQ) Level 3.

A further four staff have qualifications equivalent to NVQ Level 3. A member of staff is currently working towards NVQ Level 2. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well promoted. Staff at the setting follow appropriate hygiene routines to help prevent the spread of infection and maintain cleanliness. They wipe table tops prior to lunch time and use disposable gloves for nappy changing. Children's lunch boxes are stored in large fridges provided for this purpose to keep the contents fresh. Individual flannels and bibs provided by the group are laundered daily. Children are learning to follow simple good health and hygiene practices such as hand washing after using the toilet and before taking part in cooking activities. Effective procedures are followed to protect children from illness and infection, with parents contacted if their child becomes ill whilst attending. The parents are asked to return and collect their child. The children are safeguarded in the event of an accident as staff hold current first aid training certificates.

Children enjoy healthy snacks provided by the group, to support their growth and development. For example, carrot sticks, banana and apple. They also take part in food preparation and cooking activities. They enjoy making sandwiches and buns. Organisation at lunch time supports a relaxed atmosphere with all children and babies eating together in the older children's room. Staff sit with the children at tables and encourage conversation. Children and babies enjoy the mainly healthy food provided by their parents, with a variety of savoury food, yogurt type desserts and many eating fresh fruit with their lunch. Children also learn about healthy eating through focus as a theme. The children use plates provided by the group to eat their lunch from. Babies are spoon fed by a staff member and given the opportunity to feed themselves in line with their stage of development. Children are given time to finish their food and drink, with individual pace respected. Organisation of snack time for the older children is less successful to meet individual children's needs. The children have drinks to provide them with sufficient fluid intake. They are offered water at lunch time and choose from water or milk at snack time. Additional water is available during the session, with a water dispenser in use by the older children.

The children take part in regular and varied physical activity, supporting them to develop a positive attitude. Children regularly spend time outdoors in the fresh air. Older children access the enclosed play space and garden adjoining the rear of the premises. They practise co-ordination as they throw and catch bean bags. They balance on low beams. They pedal and push along wheeled toys, use see saws and play football. The children enjoy walks in the school grounds in addition. They negotiate a path as they bounce on 'space hoppers' indoors. There are infrequent opportunities to practise using large apparatus to support development of climbing skills. Younger children also spend time outdoors. They have their own outdoor play area at the front of the premises and are also taken into the rear garden. Indoors, they are encouraged to develop and practise physical skills. Babies crawl, roll and learn to pull themselves up to a standing position. They are encouraged to move around and reach for toys. Both younger and older children take part in activities to promote fine manipulative skills. This includes craft work and mark making on paper. Babies and children are able to rest and sleep in comfort to meet their individual needs. Their routines and habits are known and staff respond appropriately when they recognise that a child is tired.

Individual health and dietary needs are met because the provision gains and takes heed of relevant information prior to children attending.

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

The provision is satisfactory.

Children are cared for in welcoming premises. The main entrance area is enhanced with displays, posters and information. Children's colourful craft work and photographs are attractively presented in the rooms where children are cared for. Their development and comfort is promoted through appropriately organised use of the available space. The inviting layout in the older children's room allows free movement between activities. Toys and activities provided support children's play, with accessible suitable resources presented on table tops. Children are able to access additional choices of activities from low-level storage around the older children's room. Cosy book areas in two rooms give both older and younger children comfortable space to rest and relax. Babies crawl on carpeted floor in their main room. Children and babies use appropriate furniture and equipment with child size tables and chairs, high chairs and cots in use. They access a variety of toys and activities that are suitable for their purpose and help to create a stimulating environment both indoors and out. Children's enjoyment and interest in spending time outdoors is particularly well promoted with grassed, patio and wildlife garden areas. Toilet and hand washing facilities are suitable to meet children's needs. Appropriate nappy changing facilities are provided.

Care is provided in an environment where most risks are adequately assessed and reduced to promote children's safety. Staff check equipment as they prepare for the day to ensure that only items in suitable condition are in use. A risk assessment file is in use and a daily checklist used to ensure safety of the rear garden. Visual checks take place each day before children arrive. However, the children's safety is compromised due to risk assessment that is not comprehensive. Children are well supervised in each room and outdoors, supporting their safety. A safety gate in use between the older and younger children's rooms prevents babies from accessing unsuitable toys with small parts. Security is given high priority, with measures including high handles on doors, bolts and a key pad system to prevent children from leaving the premises unsupervised and intruders from entering. Staff are able to monitor children using the toilet facilities while allowing them sufficient privacy. Emergency escape plan practice generally raises children's awareness and supports safe evacuation. Children learn about keeping themselves safe, with reminders given by staff.

Children are well protected because the staff understand their roles and responsibilities in safeguarding children and are able to put them into practice. They are supervised by adults who have access to safeguarding children guidance and the group's comprehensive procedures. Staff training updates include safeguarding children. The group has systems in place to only release children into the care of other adults with parents' permission.

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

The provision is satisfactory.

Children who have been attending the group for some time are comfortable and relaxed in the company of the staff. They are keen to attend and share items they have brought from home with staff at arrival. They are forming good relationships with both adults and other children at the group. Staff use the children's names when they talk to them, providing a warm welcome. The staff have a caring and gentle manner and are patient. Children unsettled at arrival are

offered appropriate support from staff who skilfully calm them. Babies and children receive cuddles and lap time to meet their needs. Staff listen to what the children say and responding appropriately. The children are becoming confident and developing good self-esteem. They ask staff for help with tasks such as taking off a messy play apron. Children develop social skills as they play alongside each other, progressing to play together. They develop independence as they carry out individual tasks.

The suitable variety of activities and play experiences allow children to make choices and decisions. Activities offered to the older children include playing with a selection of construction bricks, balancing wooden blocks to make towers and small world pretend play with vehicles and a garage. Children play with figures in the dolls house, giving one a bath and putting others to bed. They talk together about what they are doing and then include the 'doggy' in their imaginative play saying 'woof woof'. They dress up as pirates and in party dresses. Children take part in some creative free play opportunities each session. They explore paints at an easel. They also take part in structured focused activities as part of the current theme. They paint acorns, leaves and pumpkins made from moulds for an autumn display. The children sustain interest at activities and are given time to develop their play.

Activities meet the needs of the younger children attending with observations made and planning linked to the 'Birth to three matters' framework. Planning sheets indicate the focus and include an evaluation and next steps. 'Learning stories' contain staff observations of the younger children, recording individual development. The children play with a variety of colourful and stimulating toys, including activity centres, shape sorters and thread beads on frames. They pretend with the tea set and play kitchen. They take part in a range of messy play activities including sticking, painting and play dough. They make spider collage pictures and paint pictures of spiders. Staff sing 'incy wincy' spider as part of the theme and talk to the children about spiders coming indoors. A display of the children's photographs, with each one behind a different picture of an activity provides an enjoyable memory game.

## Nursery Education

Children show a sense of belonging to the nursery. Their personal, social and emotional development is particularly well promoted. They confidently address staff by name and follow instructions such as to put their chair back at the table and choose rhymes they would like to sing at circle time. The children enjoy listening to stories read by staff. A large amount of print in the environment supports their interest in words, with labels used for different areas, items and on displays. Children use drawing and writing materials with increasing control and begin to write their own names. They practise recognising their name as they find their name card at snack time, with staff sounding out the first letter. The children enjoy taking part in action rhymes as a whole group. They develop their colour recognition and counting skills, learning to count to 10 and beyond. The children count the number of painted witch hats linked with the Halloween theme. They learn about shapes as they print with 'Duplo' bricks talking about squares and rectangles, making patterns with the paint. Children confidently use the computer, gaining skilful control of the 'mouse'. Children are learning about growing and living things. They grow potatoes, squash and runner beans. The wildlife area in the garden attracts insects. They learn about change and the seasons, collecting and making pictures from leaves. The children take part in recycling as they learn about the environment, with compost and recycling bins in use. The children explore some different creative materials. They manoeuvre ride-on toys and develop fine manipulative skills as they use paint brushes, glue sticks and press and roll out play dough. They use their imagination in role play. The children explore a variety of construction opportunities including outdoors with milk crates and tubes to make roadways

for vehicles. They make sounds using the key board. They make music as part of planned activities such as tapping and blowing across bottles containing water.

The quality of teaching and learning is satisfactory. Children's play is appropriately supported. The staff are consistently interested in what they say and do, working physically at the children's level and talking with them about what they are doing. Staff generally make effective use of daily plans to support children's learning and provide challenge. Children are making satisfactory progress towards the early learning goals. Planning covers most aspects of the areas of learning sufficiently well. However, limited access to musical instruments and irregular opportunities for children to be challenged physically through use of large climbing apparatus do not fully support their development in creative and physical development. A suitable observation and assessment programme is in use. Entries in children's individual developmental records include observations, identifies learning and guides next steps to help the children to progress. These 'learning stories' are updated by staff. Future planning is linked to observations. Staff discuss progression of individuals together at regular meetings.

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

The provision is good.

Children benefit from positive behaviour management. They learn from the constructive example given by staff. This includes good manners, saying 'please', 'thank you' and 'excuse me' in their daily communication with the children. The children are regarded with respect and spoken to in a positive manner. They consistently receive praise for positive behaviour. For example, a staff member comments to a child that his behaviour is 'very kind'. A child busy building a model from construction toys is offered encouragement. Children's spiritual, moral, social and cultural development is fostered. Children approach play and learning with curiosity. They are learning to help others in wider society. The children and their parents provide gifts to be sent to children less fortunate than themselves. Good relationships are formed with staff and other children. Children learn to be helpful such as tidying up, putting the play dough into a big ball ready to put it away.

All children and families receive a warm welcome, with a friendly atmosphere created by staff and an 'open door policy'. This contributes to the group's commitment to inclusion. Commendable proactive practice includes having raised flower beds in the garden to enable all children to be able to dig and plant in the soil. Children with English as an additional language are well supported. The group works in partnership with parents and other professionals to ensure that the needs of children with learning difficulties and/or disabilities are met. Staff get to know the individual children in their care very well. Children's interests are adopted as themes and successfully incorporated into planning. Resources support children to become aware of the wider world and diversity and develop positive attitudes to others. The group have recently purchased additional resources with positive images of people with disabilities. Stereotypes are challenged as both boys and girls freely play with all the available toys and equipment. They learn about their own and the culture of others, including through seasonal celebrations and festivals. A flag display reflects the backgrounds of the children attending, some labels are in both English and French and children learn to count in French. Children are developing links with the local community. They are involved in 'Norwich in Bloom'. Local school children attend work experience at the group. Visitors include 'people who help us' such as the police, fireman and school nurse.

Children benefit from a gradual settling-in process. Key workers are allocated sensitively. Children who show a preference to spend time with a particular staff member are cared for by

them. Parents of younger children are asked to provide an account of their children's routines and care needs when they first attend to enable staff to provide care that is well matched to individual needs. Parents are invited to share their own skills with children at the group such as playing musical instruments and enjoying sports with the children. Children take 'Hornsely' the cuddly toy home to celebrations and on outings and holidays. Parents help the children to record the event in the book provided and add photographs to share with the group. Parents offer items for the group to use on occasions and celebration food such as a child size violin and Diwali sweets. Questionnaires encourage them to comment on the care provided and make suggestions. They are encouraged to discuss any concerns or complaints they may have, promoting early resolution and continuity of care for the children. Contact details of Ofsted are displayed, supporting exchange of information with the regulator. Parents are overall very complimentary about the care provided for their children. Some are keen to state that all of their children have attended the group and that they appreciate the support offered to them by staff.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents are provided with written information about 'Birth to three matters' and the Foundation Stage and current topics in the prospectus and through displays and newsletters. They are involved in choosing themes and topics prompted by their children's interests. Parents are encouraged to bring resources in from home to link with topics. This supports involvement in their child's learning. Most parents are happy with the communication about their child's progress. Parents of children who have left are very pleased with their child's well presented 'learning story' when they leave the setting. However, use of home link diaries for parents to contribute what they know about their child has limited success, with some parents not familiar with them. There is also varied awareness of the developmental records kept about their child. This does not help inform future planning and aid their child's progress.

## **Organisation**

The organisation is satisfactory.

Effective systems are in place to complete appropriate checks on staff and ensure their ongoing suitability. A range of information about practice in the setting gives parents an overall picture of how it operates on a daily basis. Updates to the operational plan and policies and procedures generally ensure children's individual needs are met. However, grouping of older children at snack time is not appropriate. Required documentation is in place. However, registers are not suitably maintained to ensure an accurate record of children's attendance at all times to support the efficient and safe management of the provision. Staff records do not include information to confirm comprehensive staff induction takes place to promote the welfare of children.

Children and adults are welcomed into the setting by approachable staff with varied experience and who have a high regard for the well-being of the children. Staff are suitably qualified with over half holding relevant childcare qualifications. The manager and deputy hold higher qualifications than those required. Children benefit from a friendly staff team who work together well and an effective key worker system. Staff members use individual skills to enhance the children's experiences. The children receive appropriate adult support, time and attention from staff as they play and to meet their care needs.

Leadership and management are satisfactory. Job descriptions support staff in their role. Team building is promoted, with staff meetings and daily informal communication. Self-evaluation at the provision includes undertaking the Norfolk Quality Assurance scheme. The work towards this is completed and the group are waiting for final confirmation of the award. The group

assess their own strengths and weaknesses and have their own action plan for improvements. However, the action plan put in place following the last inspection has not been fully implemented. Staff are motivated and encouraged to gain recognised qualifications. They also attend training workshops to keep up-to-date with current practice. Staff performance and development is monitored informally and at appraisals. This addresses any issues in individual performance and promotes children's welfare, care and learning. Overall children's needs are met.

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

At the last inspection the provider agreed to produce procedures for lost and uncollected children and develop the behaviour policy, prospectus and special needs statement. Updates to the operational plan include development of these policies and procedures and improvements to ensure staff, space and resources meet children's individual needs. This supports the safe and efficient management of the provision and promotes the welfare, care and learning of children. Children's needs are met at story time. However, the grouping of older children at snack time is not developed to meet the children's needs effectively. The children sit together on chairs in one large group. This does not fully promote this as a social occasion or children's independence. Improvements to staff records do not include confirmation that a comprehensive staff induction takes place in their first week of employment. This potentially compromises the welfare of children. Procedures are now appropriate to ensure that furniture and play equipment are generally clean and well-maintained to support children's well-being and safety.

There is some improvement in nursery education. A home link diary with comments made by staff at the group and parents provides additional opportunities for parents to share what they know about their children. However, some parents are unfamiliar with this or the assessment programme. This does not fully support future planning to aid individual progress. Large climbing apparatus and musical instruments are in use periodically, although not part of the daily basic provision as agreed to fully promote aspects of physical and creative development. Use of books and stories supports communication, language and literacy generally well. Children enjoy being read to. Staff talk with them about the story and pictures in books, encouraging their interest and involvement. Children sometimes share books together. Library books linked to the current theme offer increased variety for children to enjoy and extend 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 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):

- develop staff records and the operational plan to include a comprehensive staff induction and improve the grouping of older children at snack time
- maintain an effective registration system to ensure an accurate record of children's attendance
- improve risk assessment to ensure it is effective in identifying and reducing all risks on the premises

### **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):

- raise the profile of home link diaries and the assessment programme to encourage parents to contribute and share what they know about their child
- continue to develop access to musical instruments and opportunities for children to be challenged physically.

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)