

Sherburn Village Primary School

Inspection report for early years provision

Unique Reference Number	EY350509
Inspection date	16 October 2007
Inspector	Vivienne Dempsey
Setting Address	Sherburn Village Primary School, Park House Gardens, Sherburn, DURHAM, DH6 1DU
Telephone number	0191 5865415
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Registered person	Giant Steps Horden Ltd.
Type of inspection	Integrated
Type of 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.

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?

Sherburn Village Primary School Sessional Care is managed by Giant Steps Horden Ltd. It is located in the Sherburn area of County Durham. Local amenities and public transport systems are within walking distance. Children have sole use of a classroom within the main school building and are able to access the main school yard, adventure playground and the reception class garden, for outdoor play. The provision operates each weekday, offering morning sessions during term time only. Support is provided from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being are efficiently promoted. Children respond well to routines and learn about personal hygiene, they wash their hands after using the toilet and messy play. Children's health is promoted by the maintenance of all required documentation such as accident,

incident and medication records. Parents sign to acknowledge entries keeping them informed at all times.

Fresh drinking water is available at all times, children have independent access. This develops their confidence and helps them remain hydrated. Children enjoy a range of healthy snacks, such as cucumber, apple, banana and bread sticks. Staff talk to the children about healthy foods which promotes their understanding of healthy eating.

Children enjoy daily well planned times in the outdoor areas. For example, they enjoy the obstacle course where they crawl through the tunnels, move through the hoops and step in the tyres. They have fun digging and raking the soil and excitedly tell the staff about the worms they find.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the light, attractive child centred environment. The well organised use of the setting means that children are able to access activities easily and make their own choices. There is a wide range of toys and resources that are clean, age appropriate and well maintained. For example, sand, water, investigating area, construction resources and creative activities. The children benefit from the regular use of the large outdoor areas which are safe, secure and stimulating.

Children's safety is promoted because staff supervise children closely. Staff carry out daily risk assessments to ensure that the premises are safe. The premises are secure and a record of visitors is maintained. An evacuation procedures is in place and displayed. However, the procedure has not been practised with the children, therefore their awareness of fire safety is not fully developed.

Children are safeguarded because staff understand their role in child protection. Staff have a sound awareness of the signs and symptoms of abuse and are aware of the procedures to be followed should concern arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting and are relaxed in the small friendly group. Staff create a very friendly atmosphere where the children have fun. They know children well and understand when children need support and when they want to work alone. This helps children to develop their self-confidence and self-esteem.

All toys and resources are stored at a low level to encourage children's decision making skills and to enable the children to make choices about what they do. Staff plan an exciting and interesting environment where children show an interest in what they do. For example, children enjoy dressing up as dogs and fire fighters, they have fun exploring the glittering dough and playing in the sand area. Staff help children to make sense of their own world and express their thoughts and feelings through play and conversation. For example, staff encourage children to talk about 'what they did at the weekend' and 'why they felt sad' when they got their clothes wet in the water play. Children interact very well with staff who skilfully engage them.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and how children learn. They use this knowledge effectively to help the children make good progress towards the early learning goals. Staff observe and evaluate children's learning, they use this information to help them plan activities and a learning environment that is appropriate for the individual needs of all children. Planning is linked to the stepping stones and shows a range of differentiation to ensure all children are appropriately challenged.

Staff provide a rich and stimulating learning environment, where the children are stimulated and interested. Children are therefore motivated and keen to learn. Children demonstrate this by excitedly joining in new activities and experiences, such as visiting the school library and happily sharing books with each other and staff. They confidently follow simple instructions and enjoy finding their own picture at tidy up time. Staff value and display children's own work, which promotes their self-esteem and confidence. For example, children's own interpretation of the 'Tiger who came to tea' is prominently and effectively displayed. Children enjoy singing a good-bye song and shaking hands with staff before they leave, which helps develop their sense of belonging.

Staff know children well and support them appropriately so they feel safe and secure. They encourage children to put on their own coats, giving them time to complete the task and provide support when needed. Children speak confidently and are keen to offer their own ideas. They enjoy looking at books in the library and book area and pretending to 'read' to staff and peers. Children have daily opportunities to develop their fine motor skills as they use the readily available pencils, crayons and chalks. All children are beginning to make their own marks and some children are able to form some letters of their name.

Children have ample opportunities to practise counting, recognising numbers and calculating. They have fun outside rolling the dice, calling out the number and match the number with the correct amount of fingers, then choosing an action. For example, five star jumps or turning round three times. Staff support children and encourage them to calculate if the number is more or less than the last number. All of which develops children's number skills and makes learning fun.

Children have fun exploring the local environment. For example, they enjoy nature walks in the school grounds, collecting leaves and looking at changes in the seasons. They talk about and make pictures with their finds, which are displayed with photographs of their walk. Children have daily opportunities to use the computer and cassette player. Some children confidently complete simple programmes and print off pictures for visitors with ease.

Children explore a range of malleable materials, they enjoy pulling, squeezing and squashing the glittering dough and making shapes in the sand. They have fun climbing, swinging and scrambling on the large equipment in the outside area. Children enjoy a range of creative activities such as free painting and collage work. They use their imaginations freely as they make models with recycled materials. Staff use puppets and props when sharing stories and rhymes and children respond with glee and enthusiasm.

Helping children make a positive contribution

The provision is good.

All children settle quickly because there are appropriate procedures to support them and the staff are very warm and caring. All children are treated with equal concern and respect. They

begin to develop an understanding of peoples similarities and differences because they see positive images and play with a good range of toys and resources which reflect diversity. They celebrate a range of festivals which develops their understanding of their local community and the wider world such as harvest, Divali and Chinese New Year.

Appropriate systems are in place to promote the welfare and development of children with learning difficulties and disabilities within the setting. There is a named coordinator in place who has recently attended relevant training. Staff are good role models and have realistic expectations of young children. As a result, children's behaviour is good. Children are given praise and encouragement and learn to share and take turns. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are kept informed about their children through informal discussions at the beginning and end of each session, and parents report that staff are very approachable. However, information regarding the Foundation Stage curriculum and how this promotes their child's learning in the setting is limited. Ideas for extending children's learning at home is also limited. A complaints procedure is in place, together with a system to record complaints. This means any concerns can be addressed effectively.

Organisation

The organisation is good.

Staff work well as a team and this benefits children's care and learning. They know children well which means they develop strong relationships with the children. Children feel secure. Space is well organised and the premises are secure.

Children are safeguarded because the setting has clear systems in place for checking the suitability of staff. All required documentation is in place and available for inspection to promote the children's well-being. A record of attendance is in place, this ensures adult-to-child ratios are maintained. However, the staff attendance record is not kept on the premises.

Leadership and management is good. Children benefit from a dedicated staff team whose enthusiasm is infectious. They are positive in their approach and work well together. Staff have regular team meetings so they are clear in advance of what they will be doing each day. They work closely with the primary school staff to develop links which benefit the children. For example, they share the outdoor area and link planning and assessment records. Staff are keen to develop their understanding of the Foundation Stage curriculum and how children learn and regularly attend training to develop their practice.

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

Improvements since the last inspection

Not applicable.

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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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):

- practise the emergency evacuation plan to highlight any potential problems which may be encountered when carried out with the children
- ensure staff attendance is recorded 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):

- improve the information and it's accessibility for parents, about the educational provision and how it links to the progress that their children are making towards the early learning goals.

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