

Happisburgh Hoppers

Inspection report for early years provision

Unique Reference Number	254097
Inspection date	10 January 2008
Inspector	Julie Denise Edmonds
Setting Address	Happisburgh First School, The Street, HAPPISBURGH, Norfolk, NR12 0AB
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Registered person	The Trustees of Happisburgh Hoppers
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?

Happisburgh Hoppers opened in January 2000 and is run by a voluntary committee. The pre-school operates from a classroom at Happisburgh First School. A maximum of 14 children from two years to under five years may attend at any one time. The setting is open each weekday from 09:00 until 11:30 during school term times. There is a secure, part-covered outdoor area and the school hall is also used regularly for physical play.

There are currently 20 children aged two to four years on roll. This includes 17 children who receive funding for early education. Children attend for a variety of sessions. The setting serves the village and surrounding area. Happisburgh Hoppers supports children with learning difficulties and/or disabilities and who have English as an additional language.

The pre-school employs five members of staff who have relevant experience. Of the two full-time staff members, the supervisor holds an NVQ Level 3 early years qualification. She is currently working towards Level 4 and the other full-time staff member is working towards a Level 3 qualification. The pre-school receives support from the local authority and was accredited with the Norfolk Quality Assurance Scheme in December 2007.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted with staff following effective daily practice to support this. Tables are cleared and wiped in preparation for snack times. The children learn about simple hygiene routines. They wash their hands after using the toilet and prior to snack time. Effective information is in place and shared with parents to protect children from communicable diseases. The children are safeguarded in the event of an accident as staff members renew first aid training certificates to ensure their knowledge is up-to-date.

The healthy snacks provided support children's growth and development. The children are offered sufficient food and drink. Water is accessible during the morning. Organisation of snack time varies with children sitting in smaller groups at tables or in one large group. When the weather is suitable the children enjoy their snack outdoors. Children sometimes pour their own drink of water, milk or juice and serve the snack. They enjoy preparing their own snack on occasions, such as spreading cheese spread on a roll and choosing fillings for their sandwich from choices of ham, cheese and salad vegetables. Staff support the children well. This includes sitting with them to promote a relaxed social occasion. The variety of snacks includes different types of fruit, with banana, grapes, apple and kiwi offered from a serving plate. Children are given time to finish their food and drink. Their learning about a healthy diet is supported through topics and parental involvement in providing the food for snack time.

Children take part in regular physical activity. They spend time out in the fresh air. They confidently ride wheeled toys outdoors with control, negotiating space. Children are excited when they use the school hall. They enjoy stretching exercises and marching on the spot. They run from one end of the hall to the other at speed, with much laughing and giggling as they reach the other end. They wait in anticipation of the supervisor telling them to return. They learn about the effect that exercise has on their bodies, talking about feeling warmer. The children enjoy lively energetic play, climbing and balancing on soft play shapes and jumping from them. They play with bean bags and different size balls, practising throwing, catching and kicking.

Children's individual health and dietary needs are met because detailed information is gained before they begin attending, shared with all staff and taken heed of.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and child-centred room, with natural light and colourful displays. The corridor is well-used to display information attractively for parents and provides space for children to hang their belongings. A variety of displays in the pre-school room value children's craft work. The inviting layout allows children to access the different toys and activities offered. Use of child-size furniture and carpeted floor space allows them to play in comfort. They freely move around and develop their play in the different areas. They rest and relax in the comfortable book corner. Additional equipment is stored in low-level units in the room, giving children further choices. Children use child-size toilet and hand washing facilities. Use of the outdoor area gives children additional space to play. Children have free-flow between indoors and the adjacent outdoor area in warmer weather. The all-weather covered area increases

opportunities for outdoor play. The children use sensory areas on the ground with large stones and tubes to walk over and take cars for a bumpy ride.

Children's safety is well promoted through use of risk assessment. Staff use daily check lists to ensure measures to reduce hazards are in place prior to the beginning of each session. Security is maintained, with the door monitored by staff at arrival and departure times. Effective procedures include in the event of an intruder on the premises. Children are given reminders to support their learning about keeping themselves safe, such as to hold onto the hand rail as they walk down the steps to the hall. During physical play, they use apparatus with safety mats in place to reduce any risk of injury. Emergency escape plan practice raises children's awareness to support their safe evacuation. Children's safety on outings is promoted through prior risk assessment of the location and an increased number of adults present.

Children are well protected because the staff understand their roles and responsibilities in safeguarding children and are able to put them into practice. Safeguarding children training is attended and updated. 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 good.

Children receive a warm welcome, with staff using their names as they talk to them when they arrive. Children are spoken to politely. Staff gain good eye contact and use facial expressions as they talk to them, indicating their consistent interest in the children and what they are doing. Staff listen to the children and value what they say. The relaxed and friendly atmosphere created supports the children's growing confidence and self-esteem.

The good range of activities gives the children a variety of play experiences and opportunities to make decisions and learn through their play. There is emphasis on child-led activities, with staff supporting the choices made by the children to allow them to develop their play. The children use a variety of craft materials and techniques to make displays linked to the current theme. They use paper, card, foil and wool. They paint using rollers, brushes and their hands and feet. Themes include nursery rhymes. They develop their skills and celebrate with group collage displays of Humpty Dumpty and Hickory Dickory Dock. The Noah's Ark theme includes making ladybirds, mice and hedgehogs from clay and playing an animal lotto game. Children learn about how to keep warm as they take part in activities linked to the current winter theme. Children complete small and large puzzles, such as a floor puzzle of farm vehicles.

The children are learning social skills as they happily play alongside each other, progressing to play together. They pretend with small world tractors and trailers, placing figures in to drive. The children play with dolls and a 'tea set' and play food, serving food on plates to a staff member. They use their imagination as they play together wearing police dressing-up clothes and hats. The children also take part in a variety of play outdoors using craft and mark making materials, listening to group story time and playing on the nursery climbing frame and slide. Spontaneous opportunities to support children's play and learning are recognised and acted upon by staff. Children are fully occupied. They are keen to take part and are busy throughout the session. The setting provides activities that meet the needs of younger children attending, with planning linked to the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Knowledgeable and experienced staff promote their progression effectively in all areas of the curriculum. Staff support the children well. They talk to the children about what they are doing, such as similarities and differences in fabric being used and a child's clothing. They make helpful suggestions, supporting the development of skills and problem solving. Effective observation, assessment and planning systems provide experiences appropriate to individual children's stage and challenge to extend their learning. Observations of what children are able to do are included in their individual assessment records. These 'learning stories' indicate children's development. Regular staff meetings, discussions and a key worker system ensure observations of children inform planning to support individual progress.

Children's personal, social and emotional development is well promoted. They have a sense of belonging to different groups, such as the setting and their family. They are learning to adapt their behaviour in response to the routine, sitting together at circle time as they listen to the staff member. They carry out self-care tasks independently and confidently ask an adult for help when needed. The children have high levels of involvement at activities.

Children are encouraged to enjoy a range of books and borrow them to take them home. They become increasingly confident in using language as they are encouraged to talk. The children are learning to recognise their own name, with name cards in use. Labelled items help them to understand that print carries meaning. They use drawing and writing materials provided with increasing control, naming and talking about the different colours they are using. They begin to form letters, learning to write their own name. They sound out the first letter of words as they talk about the letter of the week at circle time.

The children are learning to count and about calculation. They count the marks they have made on paper and find out if there are enough plates and chairs for everyone at snack time. They learn about size, talking about smaller and bigger and identify shapes. The children operate simple equipment such as calculators and use the computer mouse. They learn about living things. They grow fruit and vegetables, such as strawberries, lettuce, radishes and potatoes and sample and sell their produce. Children's understanding of time is supported as they talk about past events.

The children develop and practise their large muscle and fine manipulative physical skills. They explore malleable materials and use one handed tools, such as glue sticks and scissors. The children explore different sounds as they shake and bang musical instruments loudly and quieter. They enjoy rhymes, singing together at circle time. The children benefit from opportunities to develop their imagination in role play. They design and create models, investigating how to join objects together. They use a range of construction toys and bricks to build.

Helping children make a positive contribution

The provision is good.

Children are learning to manage their own behaviour, with rules in place to give them appropriate boundaries. Sharing and taking turns are encouraged. The children use timers to support taking turns with popular toys. Staff quickly give reminders to children when their play becomes too boisterous and explain why they are being asked to calm their behaviour. Children are regarded with respect and spoken to in a positive manner. They receive praise and encouragement when they are behaving as expected. Individual progress is recognised with certificates given to children. Staff are good role models for the children. Children's spiritual, moral, social and cultural development is fostered. Children approach play and learning with curiosity and are

proud of what they do. Good relationships are formed with staff and other children. The children are learning to be helpful as they are encouraged to help staff to tidy away the toys.

All children and families receive a warm welcome, with a friendly atmosphere created by staff. Commendable practice promotes inclusion. 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. Additional support staff promote individual children's well-being in line with the Special Educational Needs Code of Practice. Staff get to know the individual children in their care well, talk to them about their likes and dislikes and have regard for their preferences. Children are encouraged to share how they are feeling, with a chart to record if they are happy or sad.

Modern resources, such as books and puzzles, help children to become aware of the wider world and diversity and develop positive attitudes to others. The children learn about their own and the culture and religion of others. For example, they celebrate Christmas, Easter, Diwali and Chinese New Year with a range of activities. They make Christmas decorations with glitter and join in 'dragon dancing' as part of their Chinese New Year celebrations. They enjoy weekly French lessons with a visiting teacher, learning to count in French, the days of the week and French songs. Children are developing links with the local community. They take part in trips linked to current topics to support their learning. Outings include to Wroxham Barns, Great Yarmouth Sea Life Centre and 'Africa Alive'. A range of visitors include a farmer, the police, the vicar and dentist. The children enjoy sitting in the police car and farmer's tractor.

Children benefit from a flexible settling-in process tailored to individual needs. Information gained before children begin attending enables staff to provide care that is well matched to individual needs. Parents are welcome to stay with their child initially to support settling in. A useful prospectus gives parents information about how the group operates. Daily verbal communication between staff and parents supports exchange of information to meet children's changing needs. The children benefit from the group inviting parents in with particular knowledge or skills to share. This includes talking with the children about other countries and cultures and bringing in items of interest. Parents help at the group on a rota system and in other ways, such as developing the outdoor area with hanging baskets and a sensory herb garden. Children's craft work is presented attractively in individual 'portfolios' to share with parents. 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 complimentary about the care provided for their children.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents are encouraged to bring resources in from home with their child to link with the letter of the week and the current theme. They make written comments when they share pre-school books at home with their child. Completed parental questionnaires give the group comments and suggestions to act upon. The group is introducing ways to encourage parents to see their child's learning story following receipt of comments. The key worker system supports this. Some parents are now viewing their child's learning story. However, parental awareness of learning stories is varied. This does not consistently promote parental involvement and contribution to learning stories to fully support individual children's learning and aid progress. Parents are also provided with limited written information about the Foundation Stage and areas of learning to promote their involvement.

Organisation

The organisation is good.

Effective systems are in place to complete appropriate checks on staff and committee members. However, recruitment and vetting procedures do not include procedures to ensure the ongoing suitability of staff. Children are not left alone with unvetted adults. A range of information about practice at the setting gives parents an overall picture of how it operates on a daily basis. This includes aims displayed and periodically updated policies and procedures. Required documentation is in place and well maintained for the efficient and safe management of the provision.

Children and adults are welcomed into the setting by experienced and mainly qualified staff that have a high regard for the well-being of the children. The committee implement purposeful systems, such as an induction pack for new committee members. Committee and staff commitment to development of the group is reflected in their work towards accreditation with the Norfolk Quality Assurance Scheme and keenness to introduce the new Early Years Foundation Stage. Children benefit from the friendly staff team who work closely together to achieve consistency of practice. The children receive constructive adult support, time and attention from staff as they play and to meet their care needs.

Leadership and management are good. The staff induction process is comprehensive. Job descriptions and follow up to induction ensure staff are aware of their individual responsibilities. Team building is promoted, with staff meetings and daily informal communication. Success of the provision is monitored with self-evaluation taking place and being developed further. The group are working in partnership with their support teacher to develop their practice. Staff are motivated and encouraged to gain recognised qualifications, with staff development plans in place. They also attend training workshops to keep up-to-date with current practice. Staff performance and development are monitored informally and at appraisals. This 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 encourage children's social and independence skills, particularly at snack time. These areas are now well promoted. For example, children help themselves to water from a dispenser in the play room accessing the cups themselves from the cupboard. They help to serve food to others at snack time. The children know to wash their hands after messy play and wash and dry their hands without being prompted. The provider was also requested to improve the organisation of the storage and identification of equipment to ensure children are easily able to self-select items of interest to them. Significant changes to shelving and storage units give children easy access to toys and activities, promoting their independence and use of a variety of toys to promote their development in all areas. The group have new book storage units and low-level storage, labelled in words and with pictures to allow children to easily identify and select items of their choice.

The provider has developed planning to show how all areas and aspects of the early learning goals will be covered over a period, as agreed at the last inspection. Planning is comprehensive to promote children's development in all areas, including all aspects of children's physical development, as emphasised at the last inspection. Children have increased opportunities to use equipment and develop climbing and balancing skills as the group now regularly use the school hall. There are greater opportunities for children to calculate and write for a purpose in everyday play situations, as requested. Mark making materials are provided in the home corner,

with telephones to encourage imaginative play and development of writing skills. The home corner is changed to offer different role play, with children involved in pretend play at the travel agents, dentists and hairdressers. The children have increased opportunities for mathematical development with use of cash registers, money and calculators in pretend play.

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):

- update the recruitment and vetting procedures to include ongoing suitability of staff.

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 assessment records and encourage parents to contribute
- provide information for parents about the Foundation Stage and areas of 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