

Gosport Opportunity Group

Inspection report for early years provision

Unique reference number	110526
Inspection date	04/11/2008
Inspector	Heidi Abernethy
Setting address	1 Phoenix Way, Rowner, Gosport, Hampshire, PO13 0BE
Telephone number	01329 281927
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Gosport Opportunity Group is an established pre-school and holiday play scheme, registered to look after a maximum of 26 children under eight years of age. It is managed by a committee of interested volunteers, and has held charity status since its conception. Children are aged between two and five years are in attendance during term time for sessional and full day care. The setting operates from 09:00 until 15:00.

The holiday play scheme is open to children from three to seven years, and currently operates during part of the summer holidays from 10:00 until 15:30. In addition it is open for part of the Easter holidays from 10:00 until 13:30.

There are currently 40 children under five years on roll. This includes 17 funded children. The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting welcome children who have English as a second language. The group supports children with learning difficulties and/or disabilities and works closely with local schools, health professionals and providers of specialist care. There are eight staff employed on a full and part time basis to work with the children, the majority of whom hold relevant early years qualifications.

Transport, for a maximum of nine children at any one time, is provided in the group's minibus to assist children to access the provision. The setting receive support from the Pre-School Learning Alliance and Early Years Advisory teachers.

Overall effectiveness of the early years provision

The management and the staff team work together well to provide a welcoming environment where children's welfare, learning and development needs are generally promoted. The provision ensure no child is excluded or disadvantaged as they make necessary adaptations to the environment and resources and work well with parents, carers and external agencies. The management have a sound understanding about future improvements and have logged these into the provision's action plan.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop observation and assessment systems in line with the Early Years Foundation Stage and ensure parents are fully updated with the implementation of this framework
- formalise evaluation of activities and ensure next steps in learning are identified for each child to fully inform future planning
- ensure regular staff appraisals are carried out to review staff performance and fully identify training needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments clearly state when they were carried out, by whom and the date of review and ensure a full risk assessment, which includes an assessment of required adult:child ratios is conducted for each type of outing. (Safeguarding and promoting children's welfare and Documentation)

17/11/2008

The leadership and management of the early years provision

Most policies and procedures are in place and staff know how to implement these. However, although risk assessments are conducted annually for the inside and outside environment, these do not clearly state who conducted them, when they were conducted and a date for review. In addition, full risk assessments are not currently conducted for each type of outing. Recruitment, vetting and induction procedures are in place. The management have appraisal systems in place. However, these are not fully robust as appraisals are not conducted regularly to ensure staff performance is reviewed and training needs fully identified.

The management has completed a self evaluation of the setting. They gain views from parents through questionnaires and act upon any suggestions to ensure improvements are addressed. Staff have opportunities to contribute their ideas through communications at staff meetings. The management have a sound knowledge of where improvements have been addressed and where future improvements are required. The provision have made most necessary improvements following their last inspection although not all recommendations have been fully addressed.

The provision have developed sound partnerships with parents and carers. Parents are able to access their child's records at anytime and parents are knowledgeable about the open door policy. Parents are informed about their child's development although they are not all fully informed about the Early Years Foundation Stage (EYFS) framework. This does not ensure they are fully aware of new initiatives. Parents are encouraged to visit alongside their child to support them during the settling in period. They are informed about the life of the provision through letters and information displayed on the notice boards. Parents are made aware of the provisions professional responsibility to safeguard the welfare of the children through the child protection policy. All staff have a secure knowledge of child protection procedures.

The quality and standards of the early years provision

The staff team conduct planning showing learning intentions within the early learning goals. They have a sound understanding of the early learning goals and some knowledge about the EYFS framework. They observe children and track these into children's individual records. However, they do not currently identify children's

next steps in learning from these observations which does not ensure future planning is fully informed. The staff team have not yet fully updated the assessment systems in line with the EYFS framework. They have not successfully addressed one recommendation from the previous inspection with regards to formalising assessment of activities. This also does not ensure future planning is fully informed.

Staff are committed to ensuring all children and their families feel welcome. They help children to settle and adjust to the routine of the provision. Activities enable children to initiate their own play and the free-flow system enables children to explore the environment both inside and out. Staff interact at the children's level and support children to enable them to become active learners. For example, they are involved with the whole process of cooking from weighing and mixing to tasting the end product. Children develop problem solving skills as they work out where pieces of puzzle go in the puzzle boards. They explore the outside area as they look for bugs and shuffle their feet through the leaves. The staff member extends the learning by talking to the children about the colours of the leaves and the season.

Children develop a good understanding of managing their own well-being. They know they need to put an apron on to take part with art activities and a coat on to keep them warm in the garden. They gain a good understanding about the healthy benefits of physical exercise as they run around the outside area and participate with familiar action rhymes and songs. Staff talk to the children about the effects on their bodies such as being out of breath and hot. They communicate with children about why safety rules are in place such as not walking around the environment with bare feet. This gives children the tools to manage their own safety in the future.

Children behave well throughout the sessions. Sensitive and encouraging reminders of the ground rules from staff ensure children are kind and helpful towards each other. Children play well together. When they arrive they find their friends and older children help their younger peers with activities. Children show respect as they listen to each other talk about what they did at the weekend. Staff are suitable role models and are effective in developing children's social skills.

The staff ensure all children are included within the setting. Facilities such as a ramp, spacious toilet, low level toilets and sinks are available to ensure all children are able to access them. The setting provide a mini-bus which enables them to collect and take children home. This ensures all children have access to the provision. The staff team work in partnership with parents and carers and external agencies to ensure the needs of all children are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.