

Hassocks Happy Feet

Inspection report for early years provision

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Inspector Lisa Toole

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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

Hassocks Happy Feet is privately owned and was registered in 2008. It operates from Hassocks Football Club in Hassocks, West Sussex. All children share access to a secure outdoor play area available. A maximum of 60 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 for 50 weeks of the year. There are currently five children on roll who are within the Early Years Foundation Stage and there are 27 children on roll who are within the compulsory Childcare Register. The nursery supports children with learning difficulties/disabilities. This provision is also registered by Ofsted on the compulsory and voluntary Childcare Registers.

There are five members of staff. Four members of staff hold appropriate early years qualifications and one staff member is on a training course.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children benefit from being cared for in a safe and child-friendly learning environment where the staff treat them with due care and respect, whilst also acknowledging them as an individual. Staff have a satisfactory understanding of their role as educators to help children learn and make progress across all six areas of learning. Children enjoy a range of activities though this is not always clearly recorded through planning systems, ongoing observation and assessment. The staff, nevertheless, demonstrate a positive attitude towards further development, considering the learning needs and welfare of the children and including parents as key partners for this.

What steps need to be taken to improve provision further?

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

- develop the educational programme and children's experiences to support learning and development across all six areas of learning
- increase opportunities for children to begin to know about a range of cultures and beliefs
- continue to develop the systems for observation and assessment to identify starting points, learning priorities and ensure these are used to support the educational programme
- develop the systems for risk assessment to provide sufficient detail regarding outings.

The leadership and management of the early years provision

Children benefit from being cared for in a child-friendly, well organised environment where each child is valued as an individual with their own needs and interests. Staff know the children well and have formed positive, caring

relationships with them. Appropriate recruitment and vetting procedures are in place; all of the staff understand the need to safeguard children and demonstrate a secure understanding of their responsibilities regarding child protection. Staff communicate regularly to review their practice and discuss any issues which may impact on the children's care. They are beginning to evaluate their provision to further develop and improve the outcomes for children. They have not yet fully considered the curriculum and how they monitor and support the children's learning and development through effective assessment.

Staff work together with parents, so that each child's needs are understood and supported, especially considering any learning difficulty or disability they may have, in order to promote a positively inclusive environment for all. This begins with parents completing an 'all about me' record on their child, as part of the important settling-in process. This enables staff to gain a clear understanding of each child's needs, home language, religion, likes and fears. Parents receive good, ongoing information about the nursery through regular newsletters and via the daily communication books, as well as through open days where all the community are welcomed. The nursery is also beginning to forge links with other childcare settings the children attend as part of their commitment to supporting each child's individual care and learning needs in a consistent manner.

All of the required documentation is in place and is regularly maintained. This effectively contributes towards the children's welfare and safety in the Early Years Foundation Stage.

The quality and standards of the early years provision

A friendly, welcoming environment is provided for children where they are able to feel a strong sense of ownership and belonging. They are able to access a broad range of play resources independently, thereby promoting their freedom of choice. Children are actively involved in decisions about what they do throughout the day, showing their contributions are valued and that each child's needs and wishes are considered. The children are clearly happy in the nursery; they interact positively with each other and are well-behaved and sociable. They show compassion towards their peers in an inclusive environment, as a child offers his hand in a welcoming gesture to encourage another to join in the ring games during circle time. Children participate in fun activities such as preparing soil and planting bulbs for Spring; collecting rain water outdoors and investigating nature with magnifying glasses. They demonstrate a positive attitude to learning, are inquisitive and chatty and are learning the key skills for language, literacy, numeracy and technology needed for their future economic well-being. Staff offer some good questioning to challenge the children and have a satisfactory knowledge and understanding of the Early Years Foundation Stage. This means children are making progress in their learning towards the early learning goals. However, the systems for planning lack detail and children do not have enough opportunities to learn about the wider world through the celebration of festivals and religious events. Observation and assessment are being carried out to inform children's next steps, but these lack detail and do not clearly feed into the planning. This means that children's learning and developmental needs are not always identified and supported through

appropriate activities.

Snack and meal times are also sociable occasions, where children enjoy nutritious food and regular drinks as part of their healthy diet. Children enjoy outdoor play opportunities as part of their physical development, ensuring they get plenty of fresh air and exercise. The nursery is clean and well maintained, with effective procedures regarding accidents and illness, to protect children's welfare. Good security also helps keep children safe; with appropriate procedures in place regarding the alternative collection of children to ensure they are only collected by authorised persons. The required risk assessments are in place and are routinely reviewed but lack detail for the outings assessments. During the inspection, this is quickly rectified and staff demonstrate a vigilant approach to ensuring the children are well cared for and supervised at all times.

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?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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 are no complaints to report.

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.