

# Highnam Under Fives

Inspection report for early years provision

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<b>Unique reference number</b>	101731
<b>Inspection date</b>	19/09/2008
<b>Inspector</b>	Denise Franklin
<b>Setting address</b>	Wetherleigh Drive, Highnam, Gloucester, Gloucestershire, GL2 8LW
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<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

A committee of parents of children at the group manages Highnam Under Fives. It opened in the 1970s and operates from a classroom in Highnam Church of England Primary School, which is situated in a residential area. The children have their own enclosed outside area and have use of the school hall and grounds.

Highnam Under Fives is on the Early Years Register. A maximum of 21 children may attend the setting at any one time. The group is open on weekdays during term times from 9.00 to 12.00 and from 12.30 to 15.30. Extra hours are available from 08.00 to 09.00 for breakfast, 12.00 to 12.25 for lunch and 15.30 to 16.00 after school. There are currently 32 children aged from two years six months to under eight years on roll. Of these, 21 children receive funding for early education. Children come from the village and the surrounding areas. The setting currently supports a number of children with learning difficulties and/or disabilities.

The group employs five members of staff. All of these hold appropriate early years qualifications and one is working towards a further qualification. The staff are supported by parents on a rota duty. The group has extremely close links with the school and local church.

## **Overall effectiveness of the early years provision**

Highnam Under Fives is an outstanding setting in which all children are very effectively encouraged to learn and develop so they can reach their full potential. All children are fully included and extremely well supported by highly skilled staff. There is an excellent partnership with parents, who play a significant part in their children's learning. Outstanding links with the school and other agencies effectively ensure the children are very well supported and prepared for their next stage in learning.

The high quality arrangements to ensure the safety of all children are rigorously implemented. All children are extremely well cared for. Comprehensive monitoring, reviewing and evaluating practice ensures the setting continually strives to improve.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor area and resources to enable children to flow freely inside and outside at all times and in all weathers

## **The leadership and management of the early years provision**

The setting has effective safeguarding policies, procedures and practice, which are rigorously implemented by all staff to ensure the safety and well-being of all the children. The chairperson of the management committee and the playleader have an excellent knowledge of the strengths and areas identified for development because they continually review practice. All recommendations from the last inspection have been fully implemented. The improvements, particularly those concerning the involvement of parents in their children's learning, are evident. 'Learning journey' diaries and 'All About Me' books help staff to plan more effectively, using the children's interests to stimulate their learning. A real strength is the management of the transition from pre-school to reception class. Both the parents and the school feel this is of very high quality and is seen as a natural progression by the children. There are very good links with the toddler group and the local church, which impact well on children's learning and development.

All practitioners are keen to review and update their practice to ensure the best quality of education for the children in their care. Outcomes are effectively shared with colleagues and all strive to improve their practice. Robust systems for appointing new staff are in place. Ongoing suitability of staff, an issue identified in the last report, is checked annually at appraisal meetings. Teamwork is a key feature and all staff work extremely well together to ensure all children are fully included at all times.

## **The quality and standards of the early years provision**

An excellent range of learning and development opportunities are provided for the children in this safe and stimulating learning environment. For example, a group of children were making kites to fly and some were observed using small construction kits. Planning is flexible and there is a very good balance between adult-led and child-initiated activities. Staff have developed their observational skills extremely well. The information is detailed and used effectively both for planning and to identify each child's next steps in learning. A very good range of assessment procedures is used very well to track children's progress. Parents are regularly involved through sharing 'Learning journey' diaries. The excellent links with the school enable staff to share assessment information and build on children's learning and development. A twice weekly session, from January, for children starting school the following September prepares them extremely well for their next stage in learning. Children with learning difficulties and disabilities have clear manageable targets on individual education plans to ensure their needs are fully met.

The outdoor area is developing well and is becoming an attractive environment for the children to learn and develop. Resources are of high quality and wet weather gear is on order for the children. The area is used very well for regular planned sessions but currently children cannot choose to be inside or outside during all sessions. They make very good use of the school grounds and the local area to enhance children's learning.

The staff have a thorough understanding of all welfare requirements and children are safe and well cared for at all times. Parents feel this is a strength of the setting. Daily risk assessments are carried out and ensure the surfaces are clean at all times.

Safeguarding procedures are rigorously implemented. Staff are very sensitive to the needs of the children and ensure they settle and are happy in their environment. Snack times are used very well to promote healthy eating and to develop children's social skills. Children are polite and show respect for each other. Their behaviour is exemplary. They enjoy taking responsibility for giving out plates and collecting name labels, taking these responsibilities very seriously. They have lots of opportunities to develop as independent learners and are developing the necessary skills for their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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](http://www.ofsted.gov.uk)

## **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.