

Highfield Hoppers Ltd

Inspection report for early years provision

Unique reference number EY338686
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Inspector Michael Wainwright

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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

Highfield Hoppers Nursery and out of school club is run by Highfield Hoppers Ltd. Since its opening in 2006 it has operated from two rooms in a separate building on the campus of Alsager Highfields Community Primary School. A maximum of 46 children may attend the nursery and out of school club at any one time. It is open each weekday from 07.45 to 18.00 for 50 weeks of the year. There is access to a secure outdoor play area.

There are currently 34 children aged from three years to under five on the pre-school roll, 17 of whom were present on the day of inspection. Of the 34 children, 25 receive funding for early education. There are currently 60 children on the out of school club roll, 11 of whom were present in the breakfast club on the day of inspection. The nursery currently supports children with learning difficulties and disabilities or with English as an additional language.

Overall effectiveness of the early years provision

Children are well cared for in a warm and welcoming environment. Managers are keen to continue with improvements made since the last inspection. Children make good progress overall in their development. Secure systems are in place to ensure that the welfare of the children is paramount. Strong links have been forged with parents and carers, who express very positive views about the nursery. Similarly, good links with other providers means that all children, whatever their needs, are supported well. Some areas of learning and development are not as strong as others.

What steps need to be taken to improve provision further?

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

- improve the provision for children's learning outdoors
- provide more opportunities for children to think and particularly to explain their understanding
- monitor and appraise how effectively adults provide opportunities for children to develop their language.

The leadership and management of the early years provision

Good management ensures that all staff act effectively as individuals and also blend well as a team. Whilst all are assigned as key workers to small groups they ensure that all children are included well. Staff are well trained and additional training is ongoing. All have been checked for their suitability to work with children and understand their responsibility to safeguard the children in their care. Leaders monitor their needs and appraisals take place. However, monitoring now needs to be sharper and more focused, bearing in mind the outcomes on the children's

learning. All issues identified at the time of the last inspection have been addressed with some of them, such as the sharing of information with parents, being particularly successful. A further good improvement is seen in that staff are constantly engaged with the children, sharing in their activities. Clear and up-to-date documentation is kept relating to children's health and safety. Management has a good awareness of its own success and of how it intends to move on further.

Good links exist with parents and the Primary school so that knowledge is shared with the Reception teachers there and the children feel confident and prepared for the next stage in their education. Other links are established with support agencies and expertise is sought so that the nursery is very inclusive and caters well for pupils with very specific needs.

The quality and standards of the early years provision

Meaningful planning, which is relevant to all six areas of learning results in the children enjoying an interesting range of activities and experiences. The environment is bright and cheerful with colourful displays which reflect aspects of the children's learning. It is a welcoming environment and staff show a high degree of warmth to their charges. There is feeling of friendship and mutual respect so that children arrive eagerly and are soon immersed in many activities. They feel 'at home' and are confident in their surroundings. A display of a counting activity shows what the children achieved and an assessment sheet is displayed alongside. This indicates how individual children were involved and the responses they made so that the evaluation indicated the next steps to take. At certain times the children select their own activity, developing their ability to make choices. Staff involve themselves not only when they have chosen the activity but also in children's own role play. When two girls played with a pile of leaves the nursery manager asked them, for example, which was the bigger leaf, encouraging them to reflect and talk about what they were seeing and understanding. At times, however, some closed questioning does not provide for the children to further their learning.

Children clearly enjoy story time, looking and listening very well. The teacher takes an appropriate opportunity to ask them why they need to wash their hands after visiting the toilet. There is very good encouragement for social development, seen at snack time. This included praise for one pupil who helped prepare the muffins, ensuring that hands were washed before eating and good manners expected and seen at the table. Minor upsets between children are dealt with sensitively and fairly. Stemming from previous experiences, planning provided for pupils to participate in hand prints. They had great fun, revelling in exploring with paints and learning or reinforcing their knowledge of the names of the colours. Better use could be made of the computer.

Children's health, safety and well being is promoted well. With a limited kitchen area it is clearly demarcated for ensuring food is well separated from other activities. Snacks are prepared and served hygienically. Healthy food is provided, such as cheese, fruit and milk. Time spent outdoors is used for energetic play, sometimes on bikes and scooters. Children are seen as individuals with their specific needs catered

for. The manager is trained to note and provide for any children with learning difficulties or other disabilities.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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.