

Camps Hill Early Years Centre

Inspection report for early years provision

Unique reference number EY389472
Inspection date 26/11/2009
Inspector Susan Parker

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Camps Hill Early Years Centre was registered in 2009. It operates from several open-plan areas within Camps Hill Community Primary School in Stevenage, Hertfordshire. All children have full access to a secure and fully inclusive outdoor play area. The centre follows a Reggio Emilia style of curriculum alongside the Early Years Foundation Stage and belongs to the Pre-School Learning Alliance. It has close links with the local children's centre and is supported by Hertfordshire County Council and Young in Herts.

The Early Years Centre is open each weekday, offering a variety of sessions. A breakfast club runs from 7.45am to 9.00am. The morning session runs from 9.00am to 12.00pm or 1.00pm if the children stay for lunch. The afternoon session runs from 12.30pm to 3.30pm or children may arrive for lunch at 11.30am. The Early years Centre also offers full-day sessions. The centre only operates during the school term.

The setting is registered to care for a maximum of 55 children under eight years at any one time, of whom no more than 55 may be in the early year's age range. There are currently 100 children on roll in this age range attending. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff who are employed by the school; five are part-time. Seven members of staff are first aid trained. All staff have completely child protection training. The manager is a trained teacher and the deputy has a Foundation Degree in Early Years. Three other members of staff are currently studying for a Foundation degree.

The Early Years Centre supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Managers and staff are highly motivated in sustaining continual improvement. They have a positive approach to self-evaluation and they have strong systems in place to support the continuous review of their work. This enables them to target areas for improvement and offer a service which is fully responsive to the needs of its users. Staff have excellent knowledge of each child's needs and interests, helping to ensure that these are consistently met and children are very well-supported in participating in the activities and daily routines of the setting. A key strength is the setting's highly effective partnerships with parents and carers. This ensures that they are very well-informed about the service the setting provides and are able to exchange relevant information with staff, enabling them to provide consistent care and activities that successfully promote outstanding welfare and learning for children.

What steps need to be taken to improve provision further?

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

- developing further the outstanding organisation of the setting.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is effectively promoted as the staff follow robust safeguarding procedures. These are reviewed regularly and the excellent induction procedures for staff, volunteers and visitors ensure that the setting's responsibilities are clearly understood. All staff keep up-to-date with training, reviewing this area of work regularly at staff meetings to ensure that all children are safe and protected. Stringent checks are carried out to ensure that all staff are suitable to work with children. Children's well-being is significantly enhanced by the exceptional organisation of the setting, including secure risk assessments and detailed planning for continual improvement.

Those in charge have high aspirations for quality and have a clear vision for the future, fully involving children staff and parents in reviewing the setting's practice. Feedback is actively sought and the manager prioritises actions, introduces changes and efficiently reviews the impact of these on the excellent outcomes for children. Staff are fully supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive.

Excellent deployment of resources promotes children's learning and development. For example, staff are deployed very effectively to supervise the free-flow of children between the indoor and outdoor areas. Good use is made of community facilities, such as the hall and classrooms within the main school. In addition, specialist teaching, such as art, dance and music, provides children with an extended range of exciting learning opportunities.

Managers and staff have a very good understanding of equality and diversity and anti-discrimination, enabling them to provide a service which is welcoming and fully inclusive for all children and their families. They make sure that they understand each child's background, cultures and beliefs, and encourage children to recognise and respect differences. Children's self-esteem and sense of belonging are promoted as they are offered opportunities to talk about their beliefs, families and recent experiences. Good use of resources, such as posters, books and photographs, provides positive images and helps children to feel welcome and valued.

Children's needs are exceptionally well-met through highly effective partnerships. All staff maintain very good levels of communication with all parents and carers,

including those who speak English as an additional language. Parents and carers receive detailed information about their children's development through daily talks with key workers and invitations to view and participate in their children's learning journeys. The setting also works very well in partnership with other professionals such as childminders and speech therapists, further promoting consistent care for children.

The quality and standards of the early years provision and outcomes for children

Children make very good progress in all areas of learning. They are fully supported in their learning and development because staff have an excellent understanding of the Early Years Foundation Stage. They regularly observe and assess children as they play, using this information to effectively inform activity planning. Staff respond quickly to children's developmental needs as planning includes further challenges for more able children and contains specific targets for children's next steps. This enables them to provide suitable and relevant activities to enable children to make as much progress as they can, based securely on their interests, capabilities and starting points. Children's individual learning journeys clearly show how quickly children make progress in all areas of their learning.

The environment is very welcoming and attractive. Children are eager to attend and make significant gains in their learning. They display high levels of confidence and independence, which are skills that will help them in the future. Children are encouraged and supported to try to do things for themselves such as peel oranges. Staff expertly explain and demonstrate the easiest way to peel and the children learn very quickly. They beam with pride and glow with confidence as they expand their skills and receive praise for all their efforts. Children play a dynamic role in their own learning, they are enthusiastic and confident in voicing their ideas and making suggestions. For example, children eagerly instigate an activity to count the remaining pages in a book and offer their own ideas of how to fill the pages. Children's independence is further supported as they choose to put on appropriate clothing and play outside, to climb or balance on the activity centre or check to see what mini-beasts have hidden under the logs. They easily access a wide range of equipment and resources to explore and expand their imagination such as a play picnic in the garden, or make a den. They safely flow freely between the indoors and outdoors, taking their play with them, and decide when to have a healthy snack or choose a quiet activity in the relaxing sensory room. Children's experiences are further enhanced as staff take care when setting out activities and resources. They are fully aware of children's favourites but they also change or adapt the resources in order to introduce new experiences which ensures that children who stay all day get a different challenge in the afternoon session.

Staff use a very effective key worker system, which enables them to gain a detailed knowledge of each child. This makes sure that every child has an enjoyable and positive experience, mastering their skills and developing enthusiastic attitudes to learning. Children develop a positive self-image as they receive consistent praise and recognition for any achievements, enabling them to make outstanding progress towards the early learning goals. Children who have

special educational needs and/or disabilities, and children who speak English as an additional language have all their needs fully supported, narrowing any gaps effectively.

The staff have a calm and consistent approach to managing children's behaviour, which enables children to feel secure. They are to care for their most of their own personal needs and develop a secure understanding of how to keep themselves healthy and safe.

Children show care and respect for each other, sharing resources, listening and taking turns in discussions. Staff act as very good role models and encourage children to work together to solve problems and sort out any issues. Children respond positively and demonstrate a very good sense of responsibility for their behaviour. Children's understanding of diversity is well-developed as they play daily with friends and resources which reflect their backgrounds and celebrate festivals that reflect their beliefs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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