



# Horndean Campus Child Care Centre

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 110237  |
| <b>Inspection date</b>         | 12 December 2005  |
| <b>Inspector</b>               | Michelle Ann Parham   |
| <b>Setting Address</b>         | Horndean Campus, Barton Cross, Horndean, Hampshire, PO8 9PQ |
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| <b>Registered person</b>       | Horndean Community School Community Manager                 |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care, Out of School care                           |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Horndean Campus Child Care Centre is an established community run group. It is situated in the rural area of Horndean, within the campus of Horndean Technology College. Children attend from the local and surrounding area. The facility operates a nursery and pre-school which are situated into two separate areas within the same small building.

There is also an out of school club which operates before and after school and

holiday periods. The out of school club operates in two separate areas for children 4-7 years and 8-14 years of age. The different provisions access various areas on campus for outside and physical play such as an enclosed garden, playing fields and large hall.

Within the nursery there are 19 children on roll. In the preschool there are 26 children on roll, this includes 18 funded 3 year olds and 3 funded 4 year olds. Within the out of school provision there are 80 children on roll with an average of 44 attending per session.

The provisions support children with special educational needs and English as an additional language. They are operational between 07:30 to 18:00 for 50 weeks of the year and children attend on a part time or full time basis.

A Community Manager is responsible for the child care provisions with qualified supervisors responsible for their day to day running. Overall there are 14 practitioners employed to work with the children, 12 of whom hold relevant qualifications in childcare.

All provisions within the setting are working towards quality assurance schemes such as Aiming High and Accreditation. The facility receives support from the Early Years Partnership and the Pre-school Learning Alliance. They have close links with the local schools and other early years settings in the area.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children enjoy a good selection of nutritious and wholesome snacks. General discussion and topics including visits from community health workers increase children's awareness of foods that are good for the body and the benefits they have. This helps to develop children's understanding of the importance of a good diet and promotes healthy eating. The children have regular drinks and most can independently access them throughout the session. This prevents the children from becoming tired and de-hydrated, while improving their concentration.

Practitioners have a good knowledge of the children's individual dietary and health needs and effective procedures are in place to ensure that they are addressed. However, the current procedure of serving snacks to the younger children while sitting on the floor in the nursery setting does not fully promote their good health and social skills.

The children enjoy trips out into the community, for example, to local play parks, the garden centre and around campus. They develop a positive attitude to physical exercise and benefit from active play in the garden and hall. They gain confidence and increasing co-ordination as they use equipment such as balancing beams, hoops, bicycles, bats and balls, and the parachute.

Children negotiate their way well, stepping over play resources on the carpeted area and around the furniture in the setting. They have a good sense of space and awareness of others developing increasing control over their movements. Children handle tools and equipment well. For example, using scissors, glue sticks and pencils safely and appropriately. They have good hand eye co-ordination, for instance when working on puzzles and often show a sense of achievement on completion for their efforts.

Children have a good understanding of personal hygiene and are becoming increasingly independent in their self-care skills. They know to wash their hands after using the toilet and before mealtimes and put on their coats to keep warm for outside play, gaining increasing control in doing so. Their good health is promoted as practitioners have effective procedures, for example, wearing disposable gloves to deal with accidents and toileting, providing separate disposable towels, use anti-bacterial spray and wipes to clean table tops and changing stations and encouraging regular hand washing routines.

Good procedures are in place for dealing with accidents and all practitioners have a relevant first aid qualification. This ensures accidents and illness are dealt with effectively for all children attending.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have an overall safe, secure environment. Practitioners have identified and minimised most risks and hazards, with the minor exception of some chemicals in the staff toileting area of the nursery building which may be accessible to children and cause harm.

Highly effective procedures are in place to prevent visitors accessing the provisions unannounced as they have to pass through the campus reception or be personally greeted at the nursery building. Any uncertainty to the identification of visitors is robustly followed up with verification through other sources. Good procedures are in place for the collection of children and arrangements are agreed beforehand with parents and passwords used.

Risk assessments are regularly undertaken on areas used and resources, including visits into the community to ensure hazards are identified and minimised. Practitioners are vigilant in their supervision of children and this is promoted because the settings operate the required staff-child ratios. Therefore children remain safe and secure. Furniture and equipment are of good quality, well maintained and conform to safety standards. As a result they are safe to use and do not present a hazard to children.

Children are protected because practitioners have good experience and understanding of child protection. They have awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. They are aware of their role and responsibility to protect children and of the agency to contact with concerns. Subsequently children's welfare is well maintained.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Babies and young children receive individual attention and benefit from the homely environment of the nursery setting. Practitioners are developing their knowledge and working practice of the Birth to three matters framework. They implement the framework effectively to plan and provide a range of stimulating and appropriate activities. This ensures that babies and young children are supported and that they develop into strong and healthy children, skilful communicators and competent learners.

### **Nursery education**

The quality of teaching and learning is good. Practitioners working in the preschool have sound knowledge and understanding of the early learning goals and Foundation Stage. They plan and implement effective activities and resources, which ensure that children make good progress in their learning. Currently however planning does not include how activities can be adapted to suit children who learn at different rates or who have particular needs.

Relationships with children are good and practitioners effectively question to promote independent thinking. Activities are planned well, flexible and can be led by the children. An example of this is when children choose their own puzzles off the shelf and take them to a work station or move independently between activities in the setting. The children are offered a range of interesting activities for each session and a good selection of resources are in place to support their learning.

The children are encouraged to make marks and specific areas are available within the setting with access to appropriate tools. Children are encouraged to write their own name on their work, which helps to develop handwriting skills. They have resources and opportunities that promote word and letter recognition as well as reading and linking sounds to letters, thus developing their literacy skills.

The children's spoken language is developing well as they confidently talk about their experiences at home or retell favourite stories. They are happy to interact with their peers and practitioners in role play or at group time. Children's levels of concentration are good as they persevere with activities or listen to stories and group discussions.

The children have good opportunities to recognise shape, measurement and numbers. Every day routines encourage mathematical skills. For example, discussing shapes at group time, counting the children present or in games where they throw dice, count dots and find the corresponding numbers.

Children learn about volume and size through using equipment such as scales, tape measures, containers and compare bears. Practitioners use vocabulary such as more or less to compare number which develops mathematical understanding of calculating.

Practitioners prompt the children's curiosity and investigation skills. They have

opportunity to explore and initiate their own choices of play through independent access to resources, which are labelled well for identification and stored effectively for ease of access. Sufficient resources and activities are in place to promote knowledge and understanding of the world such as learning the days of the week and about changes in weather.

Children are developing a sense of time as they are confident with the routine of the day, talk about whose birthday it was last week and the party they went to at weekend. This is also fostered well by practitioners using language such as how old and yesterday and looking at photographs of past events.

The children have good opportunity to develop skills in using a range of tools and materials. They enjoy creativity in the role play area using their imagination well as they dress up in nativity costumes. Also, using musical instruments, doing action songs or working with paints, glue, clay and play dough. They manipulate various tools successfully and artwork is explored and enjoyed as, for example, they make Christmas party hats and snowmen from various media and materials.

Practitioners work directly with the children for the majority of the time. Interaction is very good; they use open questioning to encourage thinking and ensure all children are included. Practitioners work well to support learning through play and practical experiences. For example, through discussing phonics at circle time to extending topics to include workers visiting from the community such as police and crossing patrol officers. They provide an environment which is organised and fosters learning.

In the out of school facility the views of the children are given high regard. They have a good level of input into their play, activities and outings. Regular reviews are undertaken in partnership with the children to evaluate how enjoyable activities and resources are and if there is anything else that can be included at the provision. This evidences how children are given responsibility and choices, making them feel valued and important in the setting.

Care, learning and play are well met within the out of school club, nursery and preschool and promotes enjoying and achieving.

### **Helping children make a positive contribution**

The provision is good.

Children are developing a strong sense of themselves as practitioners provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy their time in the setting, gaining confidence and self esteem because practitioners use a good deal of praise and encouragement for effort and achievement.

All children demonstrate a good sense of belonging as they respond to familiar adults and settle well into the daily routine. Procedures to support children with special needs are in place and practitioners have good awareness and understanding of equal opportunities and inclusion. General discussion, topics of celebrations and festivals and resources that reflect diversity are in place and undertaken. This helps

the children become aware of a wider society, thus developing self-esteem and respect for others.

Children's behaviour is good. They benefit from positive role models provided by practitioners and respond well to adult intervention. Gentle reminders to share or take turns allow them to gain an increased understanding of right and wrong. Children's spiritual, moral, social and cultural development is fostered throughout the curriculum.

Partnership with parents and carers is good. Children benefit from the open, warm, welcome that families receive. Parents are given good information about the setting through notice boards, policies and frequent newsletters.

Children's progress is discussed at parent's evening and through general daily feedback. Information displayed notifies parents of weekly themes and structured learning and contribute to the children's learning at home. Assessments are always available for parents to look at and practitioners make themselves available to discuss the individual needs of children.

A complaints procedure is in place, however there is not currently a formal record of complaints that parents can see on request. This is a requirement of the provisions registration.

## **Organisation**

The organisation is good.

Leadership and management are good. A high percentage of practitioners are appropriately qualified in child care and early years and attend regular training workshops to update skills and professionalism. Regular monitoring and annual appraisal are undertaken by senior staff, which ensures practitioners training needs are identified and development of work practice. This in turn has a positive impact for the children's learning and care.

Practitioners work well as a team and meet regularly to discuss working practice and children's needs. They have clear direction and are aware of their roles and responsibilities. Robust recruitment and vetting procedures ensure the safety of children within the facility. All provisions are currently self evaluating and improving work practice by undertaking quality assurance schemes such as Aiming High and Accreditation.

Effective procedures are in place for the induction of new staff in order to ensure that they are aware of the setting's working practices and policies. Practitioners, working with children who are in receipt of funding for nursery education, have good knowledge of the Curriculum Guidance for the Foundation Stage to help all children achieve well and progress.

Use of the Birth to three matters framework in the nursery ensures that babies and young children are sufficiently supported and provided with care and learning opportunities to enhance their development.

In practice, all policies and procedures work to promote the children's health, safety, enjoyment and achievement. Group sizes and ratios also contribute towards these and encourage the children to take an active part in the setting. The deployment of staff promotes positive relationships and ensures that the children's needs and individual routines are met effectively. The children are happy and benefit from good quality care and learning opportunities.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the previous care inspection the nursery was required to improve procedures for completing the daily register of attendance and induction of staff.

These measures have successfully been addressed which improves safety, overall organisation and ensures continuity of working practice for children.

At the previous nursery education inspection the preschool was required to use time and grouping of children, to make the most of all learning opportunities and ensure all children are fully involved in all aspects of the session, particularly in relation to snack and circle time. Implement systems to monitor and evaluate teaching, the effectiveness of the curriculum planning, ensuring all aspects of the Foundation Stage are included and the impact this has on children's individual progress towards the early learning goals. Develop opportunities for children to engage in physical activities, to explore sound and rhythm and to express themselves through music, movement and dance. Also develop opportunities for parents to be informed about and contribute to their child's ongoing achievements and progress, individual learning targets and how they can extend learning in the home.

The setting has made good progress and implemented all recommendations made. This improves children's opportunities for learning and has a positive impact on their progress through the Foundation Stage.

Parents are more fully included and updated on their children's learning, therefore working in partnership and sharing of information are promoted. Consequently learning objectives for children can continue in the home setting which has a positive impact on their development.

### **Complaints since the last inspection**

A complaint was received in regard to the out of school facility at the setting but it did not fall into Ofsted's remit.

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.



## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve health and hygiene practice with regard to snack time in the nursery setting
- ensure detergents in the staff toilet in the nursery building are inaccessible to children
- provide a formal record of complaints made by parents for all provisions, which can be seen on request.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning of the curriculum to include how activities can be adapted to suit children of varying abilities in the preschool setting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)