

Opportunity Group Frome & District

Inspection report for early years provision

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Inspector Susan June Stone

Setting address Hayesdown First School, Wyville Road, FROME, Somerset,
BA11 2BN

Telephone number 01373 467473

Email hchayman@blueyonder.co.uk

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Frome and District Opportunity Group was established in 1975 and moved to its current location in 2009. The group is situated in a purpose-built building as part of the Bridge Children's Centre in the grounds of Hayesdown school in Frome, Somerset. The children use a large playroom and a small sensory room with associated facilities. There is a secure area at the front of the building for outdoor play. The groups primary role is to cater for young children with additional needs, but it does care for children with no perceived difficulties. It provides for the needs of the children and their families from Frome and local area. The opportunity group is open daily term time only from 09.00 until 15.15 and offers a variety of sessions

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend at any one time, of these three may be under two years. At present there are 45 children on role. There are five members of staff, and two volunteers who worked directly with the children. The person in charge has completed a foundation degree in early years. An advisory teacher from the children's centre provides additional support. There is regular support at the setting from a range of professionals, such as speech therapists, health visitors and physiotherapists.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by the warm and caring staff team. Good procedures are in place to support all children's individual needs and the setting works well with other agencies to support inclusive practice. Children are provided with a varied range of age-appropriate toys and resources to help them in their learning and development. As a result, they are making good progress through the Early Years Foundation Stage (EYFS) in relation to their starting points. All staff demonstrate a genuine commitment to the continuous enhancement of the children's enjoyment and learning.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for observing and assessing children's achievements to clearly track their individual progress, use information gained to identify accurate next steps linked to the expectations of the EYFS to help plan activities accordingly
- update children's registration details to include details of who has legal parental responsibility
- keep a written record of emergency evacuation drills.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure premises. Comprehensive risk assessments are carried out of all play areas and for any outing to ensure the environment is safe for children, and staff take appropriate steps to minimise identified hazards. Emergency evacuation drills of the premises have taken place and evaluated, but a written record has not been kept for future reference. All staff have a clear understanding of safeguarding issues and their responsibility to acknowledge any concerns. They are aware of the signs and symptoms that would cause concern and there is also a regard to the particular issues that may present when caring for children with additional needs and/or disabilities. Consequently, a child at risk of harm would be quickly identified and the appropriate support gained for them. The safeguarding policy is regularly updated, and thorough recruitment procedures ensure that staff and volunteers working with children are suitable to do so. Effective staff deployment means that children are well supervised at all times and supported in their activities to make good progress in their development. The staff team work well together, to ensure the sessions run smoothly, which helps children feel secure and settle quickly.

The setting promotes good relationships with parents. Comprehensive information about the setting is readily available, which includes written policies and material about the EYFS. Clear systems are in place to gather information from parents before the children attend the group so staff can get to know them and plan activities accordingly. However, not all required details are included on the registration form. Staff work positively alongside parents to narrow the achievement gap. They use home visits and 'All about me' forms when children first attend the setting to help gather good starting points. This information is then used to help plan for children's next steps to help children make good progress in all areas given their capabilities. However, written possible lines of development records do not always clearly link to the expectations within the EYFS. The environment is well presented and welcoming to children and parents, and the layout and organisation of activities actively inspires learning. Good use is made of space to provide a variety of sensory and interactive experiences for the children. Children freely and independently access the resources, many of which are adapted so all children can be fully included. Staff promote inclusive relationships and respect. Similarities and differences are recognised and celebrated with the children, resources are freely available to reflect today's diverse society, and planned activities are offered to introduce children to the wider world. Staff know their key children and their families well which enables them to provide a fully inclusive setting. Parents spoken with were very happy with the care and support their children receive. They value the close working relationships between the setting's staff and other associated professionals who together provided for the complex needs of some children.

The staff team and committee have clear aims and objectives for the setting. There are clear methods for self-evaluation, which help identify areas for development, which include regular staff meetings where minutes are recorded

and any identified action is taken, demonstrating a clear commitment to monitor and evaluate the setting to ensure the needs of the children are met.

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

Children are happy and settled within the setting and have developed good relationships with staff. They make good progress in relation to their starting points within the EYFS and there is a weekly staff meeting to discuss the children's progress. However, some of the written assessment records are not completely up to date and some do not always clearly link children's identified next steps in learning to the expectations within the EYFS. A good range of activities are available each day, which cover all areas of learning, which children are free to access if they wish. Staff try to base as many of these as possible on the interests of the children, such as following the theme of clowns as many children had shown an interest in them through their general play.

The good level of adult support offered means that the children have lots of individual time and attention. The flexibility and good team working of the staff helps the children feel safe and secure, and develop their skills needed for the future. Children are reminded to say 'please' and 'thank you', such as for drinks at snack time and for resources given to them. There is also a strong emphasis on them learning to be responsible individuals, taking turns, sharing and playing nicely together. Children are developing an appreciation of books as they listen to the stories, and enjoy taking part in interactive stories, using the props to tell the story and act out the roles of different characters. They develop their communication skills both verbal and non-verbal as staff consistently talk with the children and use sign language, encouraging the children to join in with group discussions and activities. Children receive frequent praise and staff celebrate all of their achievements with them, for example, clapping when they all join in with the Mr Man song using sign language. Staff offer sensitive intervention to encourage children to solve problems, develop language and understand the world around them. Staff ask the children how they can make the sparkles stay on the paper, children reply by 'using glue'. Their creative and mark making skills are developed as they create their own pictures and designs at the mark making table and make their sparkly clown hats and pictures at the craft table. They enjoy dressing up as fire fighters, using chairs to be their engines and different props to be their hoses to put out the fires. Children have some resources available to them in everyday activities to promote positive images of diversity in today's society, such as books, posters and dolls. They develop an understanding and knowledge of the wider world and their local community through planned activities. They explore their senses through the different treasure baskets where they explore the sounds and feel of different materials. Children can successfully identify different items by only using their 'ears' to listen to the sounds, like keys and crinkly foil. When using the computer they successfully match the pictures to the sounds that they hear, using the adapted mouse to negotiate their way through the program. Children are very comfortable and relaxed with the staff and there is a consistently happy, warm and friendly atmosphere in the group.

Children's good health is well-promoted. Their dietary requirements are well met by staff and they enjoy a range of healthy snacks. There are clear routines for hand washing and children benefit from fresh air and outdoor play, as activities are taken outside for the children to enjoy, including ride on toys, sand and water play. Children are encouraged to think and learn about their own safety, as staff remind children not to run inside as they may 'hurt themselves or somebody accidentally'. Staff give children clear explanations of why they do things, helping them to learn that there are consequences to actions.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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