

# Hedworthfield Community Association

Inspection report for early years provision

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<b>Unique reference number</b>	312570
<b>Inspection date</b>	03/02/2010
<b>Inspector</b>	Cathryn Parry
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<b>Type of setting</b>	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**

Hedworthfield Community Association provides both out of school care known as Oscars and sessional care known as Teddy Tots, and is run by a committee. It was registered in 1993 and operates from rooms within the community association building and the sports hall, which is located on the same site. It is situated in a residential area of Jarrow in Tyne and Wear. Children have access to an enclosed outdoor play area. The playgroup is open Monday, Wednesday and Friday from 12.45pm to 2.45pm during term time. The out of school club opens each week day from 8am to 9am and 3pm to 6pm during term time, and from 8am to 6pm during the school holidays.

The playgroup is registered to care for a maximum of 16 children under eight years old at any one time, all of whom may be in the early years age range. There are currently 10 children attending in this age group. The out of school club is registered to care for a maximum of 27 children under eight years old at any one time, all of whom may be in the early years age range. There are currently two children attending in this age group. The club also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with special educational needs and/or disabilities. There are seven members of staff across the two groups, six of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

All the staff offer a warm and friendly welcome to all children and their parents. The out of school club and playgroup are run by different staff and have independent sets of policies and procedures, which are not fully in place for the playgroup. They both provide a variety of experiences, generally indoors, to ensure children have opportunities to make progress and have fun. Systems for planning and observing children are in their infancy, and a key person system has not been introduced in the playgroup. Links with other providers where children receive care and education in more than one setting have not been established in the out of school club. Staff's knowledge of the Early Years Foundation Stage (EYFS) is still developing, which results in a number of the requirements not being met. Systems for evaluating the provision are not effective resulting in continuous improvement not being effectively maintained.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop effective systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 03/03/2010
- assign each child a key person and develop systems for planning activities and observing children, to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 03/03/2010
- develop effective systems to share relevant information with other practitioners where a child receives education and care in more than one setting, to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 03/03/2010
- develop systems to engage in informed reflective practice to ensure records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the children are maintained. (Documentation) 03/03/2010

To improve the early years provision the registered person should:

- develop staff's knowledge and understanding of the EYFS, in order to ensure the early years provision complies with the learning and development requirements and the welfare requirements
- develop opportunities for children to have daily access to an outdoor play area.

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

Most staff have attended safeguarding training and demonstrate a suitable understanding of their role and responsibility. Consequently, children are appropriately protected. Visual risk assessments take place on a daily basis for the premises and any outings undertaken. However, these are not recorded fully to show when they were carried out and by whom. This compromises their effectiveness. A robust recruitment procedure ensures staff are suitable qualified, experienced and vetted in order to keep children safe. The manager of the out of school club is passionate and enthusiastic about providing a high quality service for the children attending. Staff have opportunities to further their professional development by attending a range of training. Indoor space is suitably organised and staff deployed appropriately, enabling children to participate independently and in groups.

Staff speak to parents on a daily basis to ensure they are informed of the activities their children have enjoyed. They are then able to continue their children's learning at home through highlighted experiences. There are currently no children attending the play group who access care and education in more than one setting. However, the staff demonstrate a suitable understanding of the benefits of sharing relevant information with other practitioners. Links with local schools have not been developed for children in the out of school club, which has a negative impact on continuity and cohesion. All staff are willing to liaise with other professionals to ensure any specific needs are met.

Systems to evaluate the care and education provided are not effective. This results in the playgroups policies and procedure not being fully in place, and the staff within this group not being totally aware of their role and responsibility. Feedback from parents and children is gained to give all staff a broader view of the service offered. All of the recommendations from the previous inspection have been positively addressed. This impacts favourably on children's overall well-being.

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

Some staff have a better understanding of EYFS than others. Staff in the playgroup demonstrate a limited knowledge, which results in it not being effectively implemented. An example of this is where they have not put a key person system in place, and do not demonstrate a clear understanding of the benefits of one. This impacts negatively on tailoring children's learning and development experiences to meet their individual needs. Children are happy, settled and relate well to the staff, as they join in with their play. Staff in the out of school club are enthusiastic and activities are undertaken with a sense of fun, for instance as they sing and dance whilst serving tea. Children are encouraged to consider the consequences of their words and actions for themselves and others. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a reasonable selection of activities and resources which promote a positive outlook of the wider world. Children benefit from a flexible routine including a balance of child-centred and adult-led activities. Their communication skills are fostered, resulting in nice interactions between themselves and staff. Children have a growing understanding of the natural world through a variety of planned and spontaneous activities, such as, children in the playgroup exploring the snow and tasting different fruits. A variety of creative activities including manipulating play dough, making pom-poms out of wool and creating black and white pictures, promote children's self-expression whilst having fun. Staff plan activities around themes in the playgroup and have developed individual files. These include observations and photographs to show activities children have participated in. However, these are not dated, are not linked to the early learning goals and do not identify next steps in their learning. Consequently, it is very difficult to ascertain if children are achieving in each area of learning and can not clearly be used to inform future planning.

Children are kept secure through generally good procedures for entry to the rooms

used. The correct staffing ratios are ensured at all times and appropriate safety equipment is in place to ensure hazards are reduced. Children's knowledge about personal safety is encouraged by gentle reminders from staff not to rock on their chair in case they fall, road safety activities with the children in the out of school club and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. All children are able to rest according to their individual needs and have some opportunities to take part in physical play activities. However, the outdoor area is currently not suitable for children to access, which results in them not being able to play outside on a daily basis. Children are encouraged to enjoy generally healthy snacks, particularly in the out of school club where they are offered fruit every day. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating. This is further promoted through appropriate discussions. Children do not attend if they are unwell. Consequently, this reduces the risk of cross infection. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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