

# Hurst Hill Out of School Club / Hurst Hill Pre School / Little Monsters

Inspection report for early years provision

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<b>Unique reference number</b>	253868
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<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Hurst Hill Primary School, Paul Street, Coseley, Dudley, West Midlands, WV14 9AJ
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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**

Hurst Hill nursery, the out of school group and Little Monsters playgroup are all run by a committee under the governance of the school. The setting opened in 1996. All of the types of provision operate from within a primary school, which is situated close to Coseley, West Midlands. The nursery is located in a self-contained unit; Little Monsters playgroup in the community room and the out of school group uses the community room, the hall and the computer suite. The premises are accessible to adults and children who may have disabilities, and special facilities are provided for them. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 64 children may attend the nursery, playgroup and out of school club at any one time, during school term time only. The nursery is open daily from 8.45am to 11.30am and 12.30pm to 3.00pm. The out of school club is open daily Monday to Friday from 7.45am until 8.50am and 3.00pm until 5.30pm. Little Monsters playgroup is open daily from 8.50am to 11.30am and 12.30pm to 3.00pm.

All children share access to secure enclosed outdoor play areas. There are currently 103 children aged from two to under eight years on roll. Of these, 64 children receive funding for early education. It is the admission policy for the out of school club to allow children up to the age of 11 years to attend. Children who attend the provisions are from the local area. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provisions employ 15 members of staff. Of these, 14 hold appropriate early years qualifications. The setting has very close links with the host school which is on the same site.

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

Overall the quality of the provision is good.

The provision meets the needs of the early years children well by providing them with a wide range of well-planned and interesting activities. This is an inclusive setting that caters for the needs of all children, including those who have special educational needs and/or difficulties and those for whom English is not their first language, enabling them to make good progress in their learning and development. The strong partnership with the school provides a secure learning environment and very good transitional arrangements for the children. The leaders have made a number of recent improvements. They have further plans in place to enhance the quality of provision, and demonstrate that they have good capacity to maintain continuous improvement.

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

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

- ensure the confidentiality of the accident reporting system to parents
- develop the practice of self-evaluation in order to identify the setting's strengths and areas for development
- identify staff development needs and establish a programme of training that will enhance children's learning and development

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

The leadership and management at Hurst Hill is good. The manager has implemented several improvements to the provision since the last inspection and has addressed the issues raised at that time. Hygiene practices are consistently promoted to reduce cross-infection risks, the range of outdoor equipment for children aged two to three years has been increased, and the organisation of the operational plan now covers all aspects of the provision. However the confidentiality of the accident reporting system to parents needs to be improved. A number of other innovations have been introduced, indicating a strong desire to raise the quality of the provision for children, including the new assessment system for tracking children's progress over time. Learning Journey folders are being compiled with examples of children's work and are shared with parents so that they can see how well their children are doing. Strategies to improve and develop writing skills are in place and the Early Years Foundation Stage has been introduced along with staff training and is now firmly embedded in daily practice. A large capital grant has been secured to extend the current building and to provide an additional purpose-built nursery extension with an imaginatively developed environment for children to use and explore, in the existing adjacent grounds. The managers recognise that the systematic use of self-evaluation is an area that requires further development.

Children are provided with good quality resources to stimulate their learning. These are organised imaginatively and with interaction from the staff provide a good range of enjoyable learning experiences for children. Staff are well deployed and provide purposeful focused activities for their key groups. Access to outdoor activities is available throughout the sessions and these are well organised and reflect all areas of learning as well as encouraging children to be active. Staff have access to training but a programme of identified staff development needs would help raise their effectiveness in identifying the next steps in children's learning, and to enhance children's learning and development in all areas.

Children who may have special educational needs are quickly identified and additional support provided, with help sought from outside agencies when necessary to assist in their development. This quick response ensures early identification of their needs and that most children make good progress. Children whose first language is not English also get good support and this enables them to play a full part in all activities and to make good progress in the development of their language and other skills. Good emphasis is placed upon the recognition of diversity through the celebration of a variety of religious and cultural festivals

including the Christian Nativity, Diwali, and Chinese New Year. A visitor from Tanzania came and talked to the children about life in that part of Africa, the form of dress and cultural traditions.

The managers have put in place some excellent safeguarding policies and procedures to ensure the safety and well-being of children at all times. The premises are very secure, there is careful vetting of staff during recruitment to ensure they are suitable people to work with young children, and staff receive regular training on safeguarding issues. There are strong links with external agencies that ensure support is available when required. Children learn how to keep themselves safe through careful use of resources and equipment, and they feel secure in this welcoming setting.

Very effective links with parents have been established over time and this is a real strength.

Parents greatly value the good quality of provision provided for their children because of the good systems of communication available. They say the staff are very approachable and their children look forward to attending because they enjoy the activities so much. Parents are kept well informed about their children's progress and invited to join the 'Pop In' sessions to share in their children's learning. Parent workshops provide information and tips that enable them to support and engage with their children's learning both in the setting and at home. They are able to take books home to read with their children on a regular basis. Questionnaires involve them in the evaluation process of how the level of provision may be improved. Regular newsletters keep them up to date with the programme of events and the weekly planning programme. Links with the school are also highly effective because of the way the setting is made to feel part of the school. This ensures there is a seamless transition from pre-school into reception because of the way children are integrated from the time they are admitted.

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

Children enjoy attending this setting because they are given a warm welcome and provided with a good range of enjoyable and stimulating activities. A bright, colourful and well-organised environment is provided and equipped with good quality resources set out imaginatively that enable children to learn and develop well across the six areas of learning. These engage children well and provide opportunities to allow them to investigate the learning environment for themselves, and to follow their own interests and choose which activities they wish to involve themselves in. There is a strong emphasis placed upon children developing independence and on making their own choices. Sometimes children will opt to work individually and at other times choose to work in groups. This was seen when a child chose to investigate the light given from a torch and how its effectiveness changed when examined underneath a blanket. On the other hand in one of the several role play areas children enjoyed interacting with others when dressing themselves up, and dressing the dolls and soft toys and taking them for a walk in the pushchairs. Adults join in activities with children to make learning fun,

and laughter is often heard. There is a well-organised free flow system to allow children to engage in all areas of learning in the outdoor areas with well-resourced activities provided. Children enjoy being active and play with a football and ride tricycles vigorously and skilfully along the well-marked roads on the playground. An interesting environmental area is being further developed to allow children to learn about the world of nature through examining plants and wildlife.

The sessions are well structured to offer a good balance of focused activities and child-initiated ones. Key persons engage children well in the focused groups and have established strong relationships with them. This has a positive effect upon children's learning and they enjoy participation in a wide range of activities. Staff assess and monitor progress regularly and select samples of work, as evidence for inclusion in the Learning Journey folder. All age groups are showing good progress in the development of fine motor skills through involvement in many creative activities that involve painting, cutting, sticking, drawing and mark-making. The older three- and four-year-old children show particular skill with painting, using a fine brush to produce more detailed work. Their number skills are developing well, with many opportunities provided to use their counting skills. Many can count to 10 confidently, and the two- and three-year-old children enjoy learning to join in counting songs such as 'Five Little Monkeys' and 'Five Little Ducks'. The computer allows children to develop good mouse control as they design pictures related to their topic of 'Three little pigs', using an art programme. Children's knowledge of letters and sounds are developing well through regular opportunities to learn initial sounds of everyday objects and to understand letter and number formation.

The welfare of children is well promoted through the setting's procedures and policies that ensure a safe and secure environment is provided to protect children effectively. The children feel safe and trusting relationships have been established and these contribute well towards children's feeling of security. Good hygiene practices protect their health, and children know and understand the hand washing routine. Healthy lifestyles are promoted well through the following of a healthy snack time menu and regular daily opportunities to be active both indoors and out.

Children's behaviour is good. They co-operate well with one another and respond positively to advice and guidance from adults. Learning to share and take turns is encouraged, as well as being aware of the needs of others in the setting. Helping to take some responsibility for tidying up, and learning to mix with older children is contributing well to their personal and social development and aids their transition well. The provision made for them, and the overall good progress they make ensures they are being prepared well for the next stage of their education.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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