

Mary Godwin Under Fives

Inspection report for early years provision

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Inspector

Angela Cole

Setting address

The Mary Godwin Pavillion, Wymans Lane, Swindon Village,
Cheltenham, GL51 9QS

Telephone number

01242 263746

Email

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*.

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Description of the setting

Mary Godwin Under Fives opened in the 1980s and operates from a room at The Pavilion which is situated on the edge of the playing fields in the Swindon Village area of Cheltenham, Gloucestershire. Children have access to a fenced, paved area and to the playing field. The group is open each weekday during term time from 9am to 12 noon, (to 12.30pm on Wednesday), and on Monday and Thursday from 12.30pm to 3pm.

This provision is registered by Ofsted on the Early Years Register. A maximum of 13 children in the early years age group may attend the nursery at any one time. There are currently 29 children aged from two to under five years on roll. The group currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. There are four members of staff, two of whom hold appropriate early years qualifications, and one is gaining a qualification. The group provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The group offers an inclusive environment where children receive good support to settle, be happy and learn to manage their own behaviour. Well developed knowledge of children's individual needs ensures that the caring, highly committed staff successfully promote many aspects of children's achieving and enjoying, given their ability and starting points. Positive working relationships with parents are in place to ensure they are kept informed about the setting and some of the children's activities. The staff have a sound system to build links with other registered providers involved in the care of the children. There is satisfactory practice so that children feel safe and secure, though safeguarding is inadequate as some legally required procedures are not carried out to promote children's welfare. The group makes some use of self-evaluation to identify strengths and areas for development, but systems are not yet sufficiently robust to ensure that all gaps in the provision are identified.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- notify Ofsted of any changes to the individuals who are members of its governing body (Suitable people) 10/05/2010
- inform all parents of any accidents or injuries sustained by the child whilst in the care of the providers and of any first aid treatment that was given. (Safeguarding and promoting children's welfare) 27/04/2010

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

- extend children's access to outdoor play
- develop the provision at changes of routine to foster children's independence and learning.

The effectiveness of leadership and management of the early years provision

The under fives group is, overall, soundly organised. Required policies are in place and are available for parents and carers. Staff work well together as teams and they are clear about their roles and responsibilities. In practice, children are satisfactorily protected through staff understanding of indicators of abuse and neglect and of procedures to follow regarding any concern. Risk assessments are in place and are satisfactorily reviewed. Daily checks are carried out on all areas before children arrive and staff are vigilant when children are outdoors to keep them safe. However, safeguarding is inadequate as the regulator is not notified of all changes to the Registered Person and parents are not always informed of accidents to children; these are specific, legal requirements.

Staff are all vetted and systems for recruitment, induction and appraisal are in place with training opportunities offered. They are enthusiastic and committed to continue to improve their skills and the quality of care for children through responding to advice, recommendations from previous inspections and training for newer members of staff. Processes for evaluating the nursery's strengths and areas for development involving staff and parents are in place. From these, action plans have been put in place identifying areas the staff would like to improve. For example, they have identified the need to extend monitoring of children's progress to the younger ones. Recommendations raised at the last inspection, regarding hygiene, assessment and partnership with parents, have been satisfactorily tackled to improve the outcomes for the children.

The group works effectively to narrow the achievement gap and to promote quality and diversity. Staff make good use of the limited indoor space available and children have daily opportunities to play outdoors. The quality toys and resources are rotated and stored in low level units, giving children independent access and choice in their play and learning. Staff effectively use equipment that they prepare, including laminated pictures to match with story books. The play area is made attractive with displays of posters and children's art work that gives them a sense of belonging and values what they do.

Some children attend other registered settings. Links are being forged with these providers to ensure that all adults involved with the children take part in the assessment process and to ensure consistent and continuous care. Partnership with parents and carers is sound. New families are provided with a welcome pack outlining what the group offers. Ongoing information is then shared in a variety of ways, including informal feedback, newsletters, notice boards, parents' evenings

and by making children's progress records accessible. Families sometimes get to know what their children have been doing that day so they may continue these activities at home. Parents offer valued resources and speak warmly of the care their children receive and of the variety of experiences offered.

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

The welfare of the children is soundly promoted through the staff's increasing understanding of the requirements and guidance. Children develop understanding of how to stay safe when reminded about potential dangers; they practise monthly, emergency drills to become more confident with escape routes and routines. Children begin to learn about the importance of a healthy lifestyle. Established routines for hand washing before lunch ensure that children learn some aspects of personal hygiene and they use a favourite book to learn about germs. Children have daily opportunities for fresh air and to play outdoors with an attractive variety of resources, including large and small physical equipment. Their bottles of drinking water are freely available to children, ensuring they stay hydrated. They are offered a range of fruit at snack time to demonstrate their growing understanding of healthy options, though this is sometimes followed by less nutritious foods. The staff have a calm, firm manner and offer very good, consistent support for children to learn to manage their own behaviour. They are a positive role model and, as a result, children increasingly respond to expectations to learn to share toys and willingly take turns. They gain self-esteem through staff being attentive to their personal needs and frequent use of clear praise and encouragement.

The children make good progress to achieve and enjoy, given their starting points. All take part in an effective range of activities and staff have good knowledge of how young children learn and develop within the Early Years Foundation Stage. Supportive systems are in place to observe and assess the children as they play. Key persons note children's responses to activities and use this information to plan for individual children's next steps in learning. Children benefit from a good range of adult- and child-initiated activities. For example, staff supervise use of a wide range of technology to support their learning, including cameras, a laptop and a blender; they bring in different natural materials for children to explore, such as herbs and twigs for toy 'dinosaurs'. Children concentrate well at their chosen activities though some routines do not support their full involvement; these include arrangements for snack-time and the short, time-tabled period for outdoor play.

Children receive very good support to settle at the group and have a strong exploratory impulse to use equipment for their own purposes, such as making patterns with toy vehicles. The pre-schoolers confidently select what they want to do from the activities set out. For example, they choose to experiment with dough, puzzles and paint, and eagerly look at new titles in the book area. They gain good independence skills when selecting indoor equipment from storage, dressing, pouring drinks and managing their packed lunches. Children show care and concern for living things and the environment as they plant seeds and help to keep the room tidy. They gain a strong sense of self by talking freely about their families

and describing their actions as they play. Children solve many problems as they complete puzzles, count objects, sometimes to high numbers, and compare relative sizes, for example, of soft animals and their cardboard 'homes'. They develop understanding about the wider world when welcoming visitors under themes, such as 'People who help us'. For example, they learn about the fire service and create their own emergency scenes with a 'fire engine', uniforms and a long hose.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	2
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	2

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