

# Hevingham Under 5's Association

Inspection report for early years provision

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**Inspector** Aune Turkson-Jones

**Setting address** The Portacabin, Hevingham CP School, Westgate,  
Hevingham, Norwich, Norfolk, NR10 5NH  
**Telephone number** 01603 754988  
**Email**  
**Type of setting** 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**

Hevingham Under 5's Association is run by a voluntary committee of parents and carers. It opened in 1984 and re-registered in 2004 after moving to a mobile building within the primary school grounds. It is situated in the rural village of Hevingham, Norfolk. A maximum of 22 children may attend the facility at any one time. The group is open each weekday from 9.10am to 3.10pm during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from two to under eight years on roll. Of these, 28 children receive funding for nursery education. Children attend for a variety of sessions and come from the local community and surrounding villages.

The association employs six members of staff. Of these, four hold appropriate early years qualifications, one member of staff is working towards a higher qualification, and one member of staff holds a level 2 qualification.

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

Overall the quality of the provision is good.

The setting is run by a well qualified, experienced team who share a common vision to provide a fully inclusive, stimulating learning environment for pre-school children. Staff work closely together to ensure that all children receive the support they need and this positive setting meets the needs of the early years children well. There is currently one child who receives one to one support within the group. Children of all abilities achieve well and the setting has a good capacity for continuous improvement.

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

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

- develop skills of all staff, so that all have completed SENCO training.
- ensure a smooth transition into the new shared facility and develop learning partnerships with the toddler group and sure start team.
- develop the outdoor provision so that children have access to even more activities, such as bicycle riding.

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

The management of the setting is a particular strength and the committee works closely with the supervisors and team to ensure that provision is of the highest quality and improvements are made to secure children's learning and development. There are excellent links with the host primary school and children enjoy using the school facilities, meeting teachers and watching assemblies and events such as

sports days. This ensures smooth transitions for the older children who meet the reception teacher in their final term. There are also outstanding established partnerships within the community, local cluster group and local authority and children benefit from visits to the local church and have had talks from the police, vicar and representatives of the Royal Society for the Prevention of Cruelty to Animals. The playgroup has developed highly strong relationships with parents and ensures ongoing, open communication via a number of different channels.

Parents views are sought via questionnaires, a feedback/suggestions folder in the foyer and on a daily basis when keyworkers discuss individual children. Parents receive regular information about the playgroup and their child's progress via newsletters, daily children's diaries, learning stories and half-termly visits. When a child starts at the playgroup, parents complete an 'about me' form, detailing the child's likes and dislikes and also receive an induction policy folder, providing them with essential information about the playgroup.

The group is proactive in its self-evaluation and this has formed an essential part of its daily and weekly planning of activities. Children are encouraged to give their feedback and this informs the planning of future events. The staff have created a Self-Evaluation Form, which accurately highlights their strengths and targets areas for further development. Regular meetings form an ongoing dialogue on the journey to further self improvement. There is a proposal for a move into a shared sure start facility and all staff have been involved in discussions about the new provision.

All areas for improvement raised in the previous report have been addressed and changes are now firmly embedded in the provision. A notable feature is the high quality outside play provision which has been organised so that activities are planned to maximise opportunities for development, particularly writing for different purposes.

Safeguarding levels are excellent. Staff carry out annual and daily risk assessments, to ensure that all aspects of the provision provide a safe environment for children to play and learn in. Thorough recruitment procedures are in place and all necessary checks are made. Staff are trained to recognise the signs and symptoms of abuse and have clear procedures to follow, should concerns be raised. Knowledge is kept up to date with regular training and children have visits from the police to enhance their awareness of all aspects. There are also practise fire drills so children are well informed of procedures which should be followed. Record keeping, documents and policies are firmly in place.

Staff help children to develop positive attitudes towards people's differences, by providing a range of resources which reflect diversity and by setting a good example of how to respect each other.

Staff are highly committed to inclusion and plan to improve the qualifications of all staff by ensuring that all complete special educational needs and disabilities training. As there has also been approval for a shared new build facility, there are plans to incorporate a suitable outdoor area where children can ride bicycles and extend their physical development. As part of the new development, there will be

opportunities to enhance learning partnerships, ensure a smooth transition for the children and to develop the provision further.

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

Children are engaged and busy in all areas of the setting. The outdoor provision is fully enclosed and children are encouraged to make their own choices, from a variety of activities. There is a vegetable patch, plants, digging area, large play equipment, summerhouse and water play area. Outdoor learning dominates when the weather allows. Children flow freely between indoor and outdoor activities, incorporating their own choices with adult-led activities. The session starts with indoor and outdoor free play, followed by circle time. Children have several opportunities to develop their listening skills and select activities which they will discuss during and at the end of the session with keyworkers and parents. There is a good balance of child-initiated and adult-led activities, so that children develop confidence and independence.

Children make excellent progress because the setting is tailored to meet the needs of all abilities and staff make regular and thorough observations to track children's progress. Evidence from observations informs next steps planning, to ensure that children develop in line with early learning goals. Early mark-making and counting skills are planned into several activities, games and songs. Staff support and observe children at all times and intervene to pose questions which further develop knowledge and understanding. Children have opportunities to develop their sensory experiences as they explore and investigate a number of different media such as sand, play dough, paint and art materials and water. Resources are of high quality and are excellently deployed.

Children say that they highly feel safe and show their knowledge by talking about a police safety visit. The promotion of healthy lifestyles is good and children receive healthy snacks prepared in the setting. Snack time is an opportunity for further socialisation and is used as an opportunity to promote good health and hygiene practises. Children sit down together and converse during snack time. The setting uses resources which reflect cultural diversity, such as posters and dolls. A member of staff is European and sings songs with the children in German to promote their awareness of other countries. Children behave well and where there are disputes, are reminded of the five golden rules, which were originally child-initiated, which help them to resolve their issues and be considerate with each other.

## 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	2
The effectiveness with which the setting deploys resources	1
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	1
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	1
The extent to which children feel safe	1
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