



HAY Under 8's

Inspection report for early years provision

Unique Reference Number	EY294642
Inspection date	16 January 2006
Inspector	Sarah Street
Setting Address	Hanworth Youth Centre, Hounslow Road, Hanworth, Feltham, Middlesex, TW13 6QQ
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Registered person	Hounslow Action for Youth (HAY)
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Caterpillar Playgroup is run by a local charity, Hounslow Action for Youth. It opened in 2004 and operates from Hanworth Youth Centre. It is situated in a community centre in Hanworth, Middlesex and is close to local transport links.

The group is open each week day during school term time from 09:00 to 11:45. Children attend for a variety of sessions. All children share access to a secure

enclosed outdoor play area.

There are currently 32 children from 2 to 5 years on roll. Of these, 10 receive funding for nursery education. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs 3 permanent staff and 2 staff who provide cover for holidays and sickness. All the staff, including the manager, hold appropriate early years qualifications.

The setting receives support from the local authority childcare and development partnership, portage workers, the local authority special needs co-ordinator and health visitors.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to understand about the importance of a healthy diet as they have a daily snack of fresh fruit. However they do not learn about the importance of regular drinks as these are only available at mid morning snack time. The provision of prepared jugs of squash does not give the children the opportunity to drink water.

Children learn good hygiene practices as staff regularly prompt them to wash their hands after messy activities and before eating. Children have an understanding of the need to do this. For example, after playing in the garden a child said 'I need to wash my hands as they are dirty'. Access to hot water, liquid soap and paper towels ensures children can effectively wash their hands.

Distress to children following an accident is minimised as there is a first aider on the premises and the first aid box is accessible. The clear recording of accidents and the sharing of this information with parents allows them to watch for any further symptoms which may develop.

Children have regular access to fresh air as they use the garden most days. For example, children put their coats on and use the garden when there is slight rain. Children are able to practise their steering skills as they ride bikes and push wheeled toys. There is insufficient opportunity or challenge in activities for children to develop their balance and climbing skills. Children competently develop their small muscle skills as they participate in activities which include fitting puzzle pieces, using threading items and digging in the sand.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises where risk assessments highlight any potential problems. Staff are vigilant when caring for the children and this enables children to

move safely and freely. For example, staff notice that socket covers are missing from accessible electric sockets and find replacement covers. Before children go in the garden staff check for dangerous items.

Children play in clean premises using resources which are clean and well maintained. Staff do not sufficiently monitor the room temperature. This means children sometimes play in uncomfortable temperatures as the room becomes very warm.

Clear procedures are in place for emergency evacuation and staff understand these. However, they are not regularly practised which will result in a delay if there is an emergency.

Children's well-being is enhanced as staff have a clear understanding of child protection and know how to recognise concerns. They are aware of their responsibilities to discuss any concerns with the manager. Referral procedures are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children have very good relationships with staff and each other. For example, children run to staff on arrival and seek a cuddle. Staff happily respond. Most children confidently enter the setting and quickly separate from their carer. Children who are unsettled are well supported by friendly and caring staff who adapt the routine to help the child feel comfortable. For example, when a children do not want to join the group for story time a staff member takes them to another area and reads to them. Children settle well to play and are happy. Staff provide activities which interest the younger children. For example, children thoroughly enjoy the hand painting activity and create several pictures.

Nursery Education

The quality of teaching and learning is inadequate. Children do not make sufficient progress as staff have an insecure knowledge of the Foundation Stage. Whilst written plans cover the six areas of learning, these are written by the manager. Staff do not sufficiently understand the plans and as a result, do not implement many of the activities. Therefore, children are not being provided with a curriculum which covers the breadth of the Foundation stage. Staff regularly miss opportunities to extend children's learning. For example, children have to sit and watch while staff prepare the painting activity and do not have the opportunity to help with this. During snack time children give the cups and plates out but staff do not discuss their colour or how many they need. Staff do not use observations and assessments to identify children's achievements and to plan for their next stage of learning. As a result, children are not offered sufficient challenge to enable them to progress.

While children make progress in some areas there are insufficient opportunities for children to make progress in maths, understand that writing takes place for a variety of purposes and to explore everyday technology. Children have looked at patterns

but do not regularly work with shape or numbers. Children only access pencils and crayons at adult led sessions. Here, staff write the children's names for them. Children play well together and are able to work co-operatively. For example, when playing in the sand one child holds the container while another child pours the sand in. Happy and animated conversations often take place. Children are confident to speak in group situations. Children enjoy looking at books and listen intently to stories. They happily join in with their favourite parts. They often choose to go to the book area and select a book which they take to an adult to read to them. They are beginning to link sounds to letters. Children are able to design and construct using a range of materials. Children confidently use their imaginations during play. They enjoy singing joining in enthusiastically often requesting favourite songs. Children are confident when recognising their colours.

Helping children make a positive contribution

The provision is satisfactory.

All children and families are welcomed and valued in the setting because staff respect their individuality. For example, the setting is able to obtain written information in languages other than English and also in Braille. Children have access to some resources which give positive images of culture, gender and disability and they play with these in a non judgemental way. The setting is aware they need to develop their range of imaginative resources to further develop children's experiences. Staff are aware of the differing needs of the children and do not force them to participate in situations they find daunting. For example, children who do not want to join the group at snack time have their snack away from the group. Staff encourage the children to join the group by giving praise as they move nearer.

Children with special needs receive excellent support as they have one to one support. Staff work closely with parents and other professionals to support children's development. For example, staff carry out the activities suggested on development plans during the session. Children develop an understanding that we can communicate with gestures and signs as well as words as staff regularly do this.

Children's behaviour is good. Staff are positive role models who do not shout and praise good behaviour. Their close supervision helps children to learn about sharing. Children understand there are codes for behaviour. For example, during a group discussion children put up their hands and waited until they were asked to contribute. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is inadequate. Relationships between staff and parents are friendly and staff take time to discuss children's home routines which enable them to provide consistent care. However there are limited opportunities for parents to share their knowledge about their child's learning. Parents receive very little information about the six areas of learning for nursery funded children or information about the Birth to three matters framework for children under three. There are no systems in place to discuss children's progress and achievements in these areas. Activity plans are on display but as many activities do not take place this does not enable parents to support their child's learning at home.

Organisation

The organisation is satisfactory.

Children benefit from a high ratio of qualified and experienced staff. Effective recruitment procedures ensure that staff working with children are suitable to do so. Staff generally develop their child care knowledge as they often attend courses.

The presentation of the room encourages children to play but there are insufficient opportunities for children to select a different activity. Staff put out the toys and the rest are in the store cupboard. Children are not always able to make choices about what they do as adults set the routine. For example, staff told all the children it was time to come and do a painting.

All legally required documentation which contributes to children's health, safety and well being is in place. Records are accessible and clearly recorded.

Leadership and management are inadequate. The recently appointed manager is able to identify the areas which require development. However, as staff still do not have sufficient knowledge of the foundation stage, and as a result children are not making sufficient progress. The lack of systematic review of practice means that staff are unaware of the weaknesses in the six areas of learning for nursery education.

The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure children have access to drinking water at all times
- improve fire evacuation procedures by carrying out regular fire drills
- ensure rooms are maintained at an adequate temperature
- make sure children are able to make choices about the activities they participate in.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge and understanding of the foundation stage to enable them to incorporate the six areas of learning into the planning and activities
- find out about children's starting points for learning, observe how they learn and use this to plan for their next steps
- provide parents with information about the six areas of learning. Enable them to be involved in their child's learning.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk