



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY260351

DfES Number: 500461

INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Pauline Margaret Todd

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hewett Under 5's
Setting Address	Care Block, Hewett School Cecil Road Norwich Norfolk NR1 2PL

REGISTERED PROVIDER DETAILS

Name	Mrs Alma Simmonds
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hewett Under 5s opened in 1974. It operates from a self-contained block within the grounds of Hewett High School in the city of Norwich. The children have use of a large play room for 2-5 year olds and two further rooms are available for children under the age of 2 years. There is a large enclosed garden adjoining the premises. The setting serves the local area.

There are currently 46 children on roll. This includes 17 funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children who have special needs and who have English as an additional language.

The setting opens 5 days a week during school term times. Full daycare is from 8.15 until 16.45 and sessions are from 9.00 until 12.00 and from 13.15 until 15.30.

Eight full and part-time staff work with the children. Five of the staff have early years qualifications to NVQ 3 and one member of staff is currently working towards NVQ 2. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Hewett Under 5s provides satisfactory care for children.

The well qualified, capable and friendly staff team have an understanding of their role and responsibilities. Staffing ratios are comfortably met to ensure the security of the group and to give children support. However, the operational plan does not sufficiently show how staff, space, resources meet children's individual needs. The premises are bright and welcoming to children and parents and a very interesting garden area has been created. Sufficient equipment, toys and play materials are available and children of all ages can reach their play equipment easily to make choices. The staff provide resources so that babies are safe and have suitable toys and equipment to meet their needs. However, some items of play equipment and furniture look dirty and worn. Useful records are maintained that promote the

welfare, care and learning of children although some documentation do not meet current guidance.

The staff have a satisfactory awareness of risks to children's health and safety and take steps to ensure their premises are safe and secure. However, there are no procedures to follow in the event of a child becoming lost or not collected. The group follow child protection procedures that are robust. The good health of children is promoted and the children are reminded to wash their hands after using the toilet and before eating. Adequate and nutritious snacks and meals are provided to promote children's healthy growth and development.

There is a varied range of activities and play opportunities that effectively promote children's development. The children spend time playing freely indoors and outdoors and also undertake structured activities. The children's behaviour is managed appropriately. The staff regularly praise children and value their contributions.

The setting has built warm and trusting relationships with their parents and there is a regular exchange of information.

What has improved since the last inspection?

not applicable

What is being done well?

- Children enthusiastically join in and enjoy well organised activities such as songs, rhymes and cooking.
- Lunch times are relaxed, social occasions with all children and staff joining together to eat.
- The good relationship between parents and staff promote children's well being and development. The parents are welcomed into the setting and there is a good two-way flow of information.

What needs to be improved?

- procedures for lost or uncollected children
- operational plan
- induction procedures for staff and staff files
- procedures for regular cleaning and maintenance of toys and furniture
- prospectus and some policies to meet current standards.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Produce procedures for lost and uncollected children.	15/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop the operational plan to ensure staff, space, resources and the grouping of children meet individual needs.
5	Develop procedures to ensure that furniture and play equipment are clean and well maintained.
14	Develop the staff records, behaviour policy, prospectus and special needs statement.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hewett Under 5s provides acceptable educational provision that is of good quality overall. Children are making generally good progress towards the early learning goals in their communication, language and literacy, creative and physical development, the other areas of learning are particularly well planned and children make very good progress in these areas.

The quality of teaching is generally good and helps children make appropriate progress. The staff have reasonable knowledge of the stepping stones and early learning goals and exploit learning opportunities as they arise through everyday play situations and routines. They have warm relationships with the children and they value their efforts. They use questions to encourage them to think, communicate and help them learn. The planning is effective and covers all areas of learning. The planning of the basic provision does not give children sufficient opportunities to use books, play musical instruments or to be challenged physically. The staff observe the children and the information contributes to their overall assessment programme, however, parents are not fully involved in this programme and do not always contribute or share what they know about their child.

Leadership and management is generally good. The manager provides clear leadership and is very committed to improving the provision. She helps staff to work together through regular staff meetings and involvement in planning. There is a very strong team spirit. Annual staff appraisals are held and guidance, support and relevant training are available to enable them to improve their teaching. The nursery education is regularly monitored and evaluated.

The partnership with parents is generally good and positive relationships with staff promote children's learning and support families effectively. Excellent displays and notices help to keep parents informed about the education provision, topic work and children's activities.

What is being done well?

- The children have a positive disposition to learning. They are well motivated and show excitement e.g. actions to the train song, cooking biscuits, prize winning pumpkin.
- The garden provides a very good range of resources to enable children to explore, investigate and find out about the world in which they live.
- Children show an interest in numbers and counting. Staff talk about numbers in everyday activities and routine. e.g. beakers at snack time.

What needs to be improved?

- parents involvement in the assessment programme
- opportunities for children to be challenged physically
- children's access to musical instruments
- use of books and stories to promote reading.

What has improved since the last inspection?

The group has made generally good progress since the last inspection and have implemented their action plan. Improvement has been made to develop children's awareness of other cultures and there is further use of letters and children's choice in craft activities to promote learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children feel secure and at ease, select play equipment and are interested in activities e.g. computer, incy wincy. They show excitement and pride e.g. egg whisked, train song, prize pumpkin. They are well motivated to learn and display good concentration e.g. junk. Friendships are being formed with others. Children are well behaved and polite and show respect for babies when using cloakroom facilities. They bring in items from home for discussion.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak and listen in groups, individually and during activities. Children ask staff for change of software and that the telephone is ringing. Children listen to stories and show interest in illustrations, but the use of books and stories and exploring writing is limited e.g. recipes. Use language well in home corner and outside. They tap knees and clap to words. Staff sound the first letter of children's names. Words displayed in environment. Children draw and give meanings to marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical understanding is very well promoted through activities and everyday routines e.g. beakers and apple at snack time. Children recognise number 5 on scales during cooking, count to 10 on fingers, spots on puzzle and dice, place 8 bears on number 8. Child spontaneously counts to 5 during play. Children measure pumpkin, use magnetic shapes and mosaics, weigh flour, sugar for cooking - child says "that looks far too much" when staff add more butter. Good display of shapes in environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Very interesting environment indoors and outdoors to explore and investigate. Autumn seeds theme. Range of plants, flowers and fruit grown including prize winning pumpkin. Children experiment with wood, milk crates, guttering outside and construct using cardboard, junk, lego indoors. Free access to computers to support learning. Children talk about their families, and what they did yesterday and what they will do tomorrow e.g. Mayor's visit. Projects help understanding of other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children demonstrate good control, co-ordination, and spatial awareness when running and chasing each other outdoors and when moving around the playroom. They use stepping-stones using alternate feet and hop well. There is limited access to challenging climbing apparatus. Children practice manipulative skills using scissors, rolling pins, and brushes. Healthy foods project discuss with children how their bodies work. Children play football and use small world toys.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to use their imagination e.g. home corner, small world toys, train in garden. There is limited free access to musical instruments and a lack of 3D materials. They explore a range of textures e.g. biscuit mixture, sand, paint, collages. Children develop their musical awareness through singing songs and rhymes. Their senses are heightened when playing outside and children enjoy handling leaves, conkers and tasting fruit.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Encourage parents to share what they know about their child and involve them further in their child's learning and assessments.
- Improve planning of the daily basic provision to include further use of books and stories, large climbing apparatus and musical instruments.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.