



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101731

DfES Number: 582943

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Highnam Under Fives
Setting Address	Wetherleigh Drive Highnam Gloucester Gloucestershire GL2 8LW

REGISTERED PROVIDER DETAILS

Name	The Committee of Highnam Under Fives
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ORGANISATION DETAILS

Name	Highnam Under Fives
Address	Highnam Primary School Wetherleigh Drive, Highnam Gloucester Gloucestershire GL2 8LW

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

Highnam Under Fives opened in the 1970's. It operates from a classroom in Highnam Church of England Primary School. The school is situated in the middle of a residential area. The group serves the local community.

There are currently 32 children from three to four years on roll. This includes 22 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. The group can support children with special needs. There are no children currently attending who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00.

Five staff work with the children. Over half the staff have an early years qualifications to NVQ level 2. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a Foundation Stage consultant from the Local Education Authority.

How good is the Day Care?

The quality and standard of day care is good.

The staff work very well together as a team. They work directly with children to support their play and learning. They are also aware of when to let the children take the lead. Organisation of space, staff and resources is very good. Children are cared for in premises which are bright, welcoming and well managed by staff. Areas of play are clearly defined. Staff make appropriate use of toys and resources to extend children's knowledge and learning.

Staff are vigilant about children's safety at all times. Clear procedures are in place for dealing with first aid and administering medication. Children are aware of and carry out good hygiene procedures. Nutritious snacks are served appropriately. Adults are aware of each child's individual needs and offer the appropriate care.

There are clear procedures are in place for the protection of children.

Children are offered a stimulating and interesting range of activities. Children are involved in, and show good concentration skills during self-selected and adult-led activities. Children have very good relationships with staff. Children are settled, secure and comfortable in their company. Adult interaction with children is good. They listen and value what the children say and respond accordingly. Children are treated as individuals and encouraged to be independent. Staff are positive role models for children. They have a calm, re-assuring approach and children follow this lead. Staff use praise and encouragement to raise self-esteem and promote positive behaviour.

Partnership with parents is strong. Parents are given good quality information about the setting and this continues through regular newsletters. Parents are encouraged to take an active part in their children's learning by doing rota duty and sharing library books with their child. Parents are happy with the care given to their child.

What has improved since the last inspection?

At the last inspection the nursery was asked to:

Develop and implement the operational plan to show how the resources, staff premises and equipment are used to meet the needs of the children. The group now show in their daily activity sheets where adults will support children, which area the activity will take place in and what resources will be required. This ensures that all activities are well resourced and staff are on hand to support the children in their learning - very good improvement.

Ensure all records relating to day care are confidentially stored. The group purchased a lockable file and all confidential information is now stored there - very good improvement.

What is being done well?

- Staff are skilled, experienced and supportive. They work directly with the children to support their play and learning. But they are also aware of when to let the children take the lead in activities.
- Staff offer an interesting and stimulating range of activities for the children. Children are involved in, and show good concentration skills during self-selected and adult-led activities.
- Children have very good relationships with staff and with each other. Children are settled, secure and comfortable in their environment. Adult interaction with children is good. They listen and value what the children say and respond accordingly.
- Staff make appropriate use of toys and resources to extend children's knowledge and learning e.g. changing the story to incorporate the model which a child had made.

- Staff are consistent in their expectations and management of behaviour. They are positive role models for the children. They have a calm and re-assuring manner. Praise and encouragement are used to raise children's self-esteem and to promote positive behaviour.
- Partnership with parents is strong. Parents are encouraged to take an active part in their child's learning through rota duty, sharing library books and story sacks.

What needs to be improved?

- the arrangements for ensuring that posters and displays are at child height.

Outcome of the inspection

Good

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

Std	Recommendation
4	ensure that posters and displays are at child height whenever possible.

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

How effective is the nursery education?

Highnam Under Fives offers high quality provision which helps children to make very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage. They use interesting and stimulating teaching methods to help children to make very good progress towards the early learning goals. An exciting range of activities are offered to the children, including some that arise spontaneously. These help to extend and develop the children's skills. Relationships with children are very good. Staff provide excellent role models and have reasonable and realistic expectations of children's behaviour. They set clear, reasonable and consistent limits. Staff promote self-esteem and confidence through praise and encouragement.

Leadership and management is very good. Staff and parent helpers are very clear about their roles and responsibilities. Good links have been developed between the staff and committee. They are constantly reviewing and updating their practice following training. Staff, committee and parents are committed to improving the quality of the care and education that the playgroup provide.

Partnership with parents is very good. They feel very involved, valued, able and welcome to share any information verbally at any time. They are given opportunities to be involved in their child's learning through rota duty, library book sharing and story sacks. They are given good information about the Foundation Stage and feel able to approach staff with any questions. Staff effectively seek prior information from the parents before the children start at the playgroup.

What is being done well?

- Children develop very good relationships with staff and other children. They are confident, co-operative, well behaved, independent and show high levels of concentration.
- Children are developing a love of books. They enjoy listening to stories and when self-selecting handle books appropriately. Children have good recognition of sounds and their differences. They competently write for a variety of different purposes.
- Children demonstrate a keen interest in numbers and counting and are given many opportunities to explore size, shape and comparison through activities and play. Children are developing an awareness of simple calculation.
- Children have many opportunities to explore, experiment and investigate objects and materials. Children are interested in living things and are beginning to show an awareness of their environment.

What needs to be improved?
<ul style="list-style-type: none">• staff developing their systems of using observation and assessment to move children on to the next stage in their learning.

What has improved since the last inspection?
<p>At the last inspection the group was asked to: continue to support the high standards of the group's provision by extending the assessment of the children's progress and attainment to ensure all aspects of the six areas of learning are covered.</p> <p>The group has introduced detailed assessment sheets to show how the children are progressing in the six areas of learning. However, observations and assessments require further development to enable staff to plan for the next stage in the children's learning. Generally good progress has been made so far.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop very good relationships with staff and other children in the nursery. They learn to co-operate and work well together. Children show good levels of concentration for self-selected and adult-led activities, for example, the three-year-olds using junk materials to build a crocodile. Children are keen to talk about themselves, home life and past experiences. They are willing and excited about trying any new activity which staff provide for them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing very well. Through clear labelling around the room, children have a clear understanding that print carries meaning. Children are developing a love of books and handle books appropriately. Children have good recognition of sounds and their differences. They try writing for different purposes. Some children confidently write their own names, others are forming recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate an interest in numbers and counting and most children confidently say and use numbers up to six, for example, counting the number of teeth in the crocodile's mouth. Children confidently use language such as heavier and lighter when comparing amounts. Children are developing an awareness of number operations through everyday situations such as counting plates and cups for snack and when singing songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore, experiment and investigate their local and the wider environment. They confidently design and build their own models with a purpose in mind. Children confidently operate simple equipment such as a radio, cash register and calculator. They are showing an awareness of changes; such as, in the weather and when food is cooked. Children take part in interesting activities which introduce them to different cultural experiences and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use space confidently and move with control and co-ordination, for example when playing on the climbing frame. They are developing a range of skills using a variety of large and small equipment. Children competently use a range of small tools and large equipment e.g. pedal cars, trikes, pencils and scissors. Children are aware of health issues such as wearing sun hats and cream "to protect us from the sun".

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children engage well in imaginative play based on their first hand experiences. Children have many opportunities to explore a variety of media either in adult-led or self-selected activities. Children enjoy singing songs from memory, using and making musical instruments and exploring different sounds. Children have many opportunities to respond to different experiences using their senses, for example, smelling the grass when it was being cut.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- continue to develop observation and assessment to help to move children on to the next stage in their learning.

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.