



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 151094

DfES Number: 585462

### INSPECTION DETAILS

Inspection Date 10/02/2004  
Inspector Name Carole Gronow

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name First Opportunities Group  
Setting Address C/O Ashley Junior School  
Ashley Road  
New Milton  
Hampshire  
BH25 5BP

### REGISTERED PROVIDER DETAILS

Name First Opportunities Committee

### ORGANISATION DETAILS

Name First Opportunities Committee  
Address Ashley Junior School  
Ashley  
New Milton  
Hampshire  
BH25 5AJ

## 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

First Opportunities Group opened in 1974. It is a committee run group, which caters for children with special needs. It operates from a room at Ashley Junior School and it serves the South West area of the New Forest.

There are currently fifteen children under four years of age on the roll. This includes seven funded 3-year-olds and one funded four-year-old. Children attend for a maximum of two sessions a week. The group opens four days a week during school term time. Sessions are from 09:15 to 11:45.

Three full-time and five part-time staff work with the children. Half the staff have an early years qualification to NVQ level 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

First Opportunities Group provides good quality care for children.

The pre-school provides a welcoming environment with premises that are clean, well maintained and appropriately heated. The high staff to child ratio ensures that staff know all the children well. Children have access to a wide range of resources and activities suitable to meet their needs and which promote learning in all areas of play. Most documentation is in place, regularly reviewed and securely stored.

Areas around the safety of the children have been well addressed and security is given a high priority. Routine risk assessments are carried out. Staff are aware of the need to promote good health and hygiene practices for children. Children are expected to wash their hands when appropriate and paper towels are supplied. The group promotes healthy eating and staff are aware of and meet the needs of children with special dietary requirements. Behaviour is managed with consistency.

The group provides a wide range of activities and experiences suitable for the ages and abilities of the children who attend. Activities are planned to ensure that the children all have the opportunity to access them at a level where they can achieve. The pre-school liaises well with parents and professionals in order to meet the needs of all children and to ensure that children's differences are valued.

The group places importance on working in partnership with parents and most parental consents are in place. Regular exchanges of information ensure the individual needs of all children are met, although parents do not have details of all policies and procedures. The group is aware of the importance of respecting confidentiality.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- The staff are interested in what children say and do and they use play opportunities effectively to progress children's development. Staff know the children well and activities are planned to ensure that they meet individual children's needs. Children are constantly praised and encouraged and develop good relationships with the staff. As a result children are happy, settled and confident.
- The group works effectively with parents and professionals alike in order to provide the appropriate care for children with special needs and to ensure that the individual needs of each child can be met. The building is well suited and has been adapted to be able to accept children with special needs and the group has a wide range of resources to draw upon in order to be able to meet the individual needs.
- Staff act as positive role models, they are consistent, interact well with the children and ensure that children are well occupied. The staff give praise and encouragement continuously and encourage children to share, taking turns and learning to co-operate with one another. This results in children who behave well.
- Parents are regularly informed about their child's development and progress, through daily discussions at collection and if not by use of a diary. Children's records, which demonstrate how their child is progressing are shared with their parents on a termly basis and a report is sent home half-yearly. Parents are encouraged to talk to staff at any time they wish. Parents are kept informed about the group through discussion and the notice board.

#### **What needs to be improved?**

- written parental consent for seeking emergency medical advice or treatment
- information given to parents about policies and procedures.

**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
7	Request written permission from parents for seeking emergency medical advice or treatment.
12	Provide parents with written details about the group's policies and procedures, including child protection, equal opportunities, behaviour management and the complaints procedure.

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

### How effective is the nursery education?

The provision of nursery education at First Opportunities Group is acceptable and of high quality, enabling children with special educational needs to make very good progress towards the early learning goals in most areas.

The quality of teaching is very good. Staff all have sound knowledge of the early learning goals and all contribute to planning and evaluating activities, adapting plans to meet the needs of individual children. They provide an exciting programme of activities and an excellent range of resources to stimulate children's learning. They are particularly good at developing children's language skills and building their confidence and independence. They liaise with other professionals to ensure that special needs are met. Staff are skilled at managing behaviour calmly and with consistency. They have excellent knowledge of individual children and keep detailed records of progress.

Leadership and management are very good. An active committee works hard to raise funds and provide resources and is responsible for employment issues. Two supervisors provide good leadership, deploying staff efficiently and using their expertise. An effective appraisal system is in place and staff are supported in accessing training. The staff and committee are constantly evaluating provision and have plans for development.

Partnership with parents is very good. Parents are made welcome in the group and receive strong support. They are given good information about the group and about their children's progress and are encouraged to participate in their children's learning. They are invited to join in fund raising and social events.

### What is being done well?

- The group specialises in caring for children with special educational needs. Staff liaise with other professionals to produce individual education plans for all the children. A high staffing ratio and efficient system of assessing and recording children's progress ensure that the needs of individual children are addressed.
- Staff are particularly skilled in developing children's language skills. They constantly engage children in conversation, promoting confidence and building up their vocabulary. They use Makaton signing to support children's use and understanding of language.
- Staff encourage children to be independent. Children are good at washing their own hands and choosing snacks and drinks. They learn to put on aprons and to change their shoes. They are able to choose resources from accessible storage units and move confidently between activities.

- The group provides very good support for parents, providing them with good information about the group's activities and helping them to access other services for their children. Parents are involved with staff and therapists in planning activities to promote their children's learning and are enabled to continue with the learning at home. They are represented on the group's management committee and share in fundraising activities.
- The group has a strong management structure. The voluntary committee takes responsibility for fundraising and for staff employment and management, enabling the supervisors to manage day to day activities. There is an effective staff appraisal system in place and staff are supported in accessing training to develop their expertise.

#### **What needs to be improved?**

- the use of counting and number in every day activities
- facilities for outside play.

#### **What has improved since the last inspection?**

The improvement since the last inspection is very good.

At the last inspection the group was asked to "ensure parents have access to useful information relating to the educational programme and activities". An action plan was implemented immediately with a new brochure including information about the curriculum. Copies of plans are displayed on the parents' noticeboard and they receive information sheets with suggestions of how they can continue the activities at home, so that parents are now more involved in their children's learning.

They were asked to "improve children's access to resources and equipment to encourage their independent choice and selection". A builder was employed to remove existing cupboards and shelving, and new units were installed. Children can now access cupboards with sliding doors to choose their own games and puzzles. Photos and labels are displayed on the doors so that children know where to find things. Older children display good levels of independence.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate confidently from their parents and interact well with other adults. Staff encourage them to sit and listen at appropriate times and they are able to concentrate for increasing periods. They learn to take turns and share and are generally well behaved, responding well to praise and encouragement from staff. Staff enable them to develop good levels of independence in self care and in choosing activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy looking at books and listening to stories in a well-equipped and comfortable book corner. They join in action songs with enthusiasm. Staff encourage conversation and introduce new vocabulary so children can communicate using a widening range of words, supported by Makaton signing. They learn to recognise their own written names and sometimes others. Children frequently use pencils and paintbrushes to make marks and learn that marks can have meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape and size with a good variety of games, puzzles and craft activities, and in building with construction toys. Staff reinforce positional language when children are playing in the sand or on the climbing frame. There are less opportunities for children to count and use numbers in their daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff promote children's curiosity and interest well with a range of activities, such as tasting new foods and feeling the textures of fabrics. They go for walks to explore the natural environment, using their discoveries in art work. They learn about their own culture and others in celebrating, Christmas, Divali and Chinese New Year as well as their own birthdays. They sometimes use simple technology such as torches and interactive toys.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy using a variety of apparatus such as climbing frames, balancing beams, tunnels, trampoline and parachute in activities planned to increase their control of movement. They develop spatial awareness in moving to music and learn to respect the space of others in manoeuvring ride-on toys, despite the lack of outdoor play space. Staff support them in learning to use a range of tools and materials such as scissors, pencils, brushes, playdough and paper.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children learn about colour, texture and shape using a wide range of techniques and media, such as printing, finger painting, roller painting, collage and modelling with recycled materials. They learn about sound and rhythm with musical instruments which they use with excitement and enthusiasm to accompany their songs. Some are able to use imagination and act out experiences in role play, for example in the home corner, and with small world toys such as the farm set.

**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:*

- There are no key issues to be addressed following this inspection, but the following are points for consideration:
- provide more opportunities for children to hear and use numbers in daily activities
- consider ways of providing children with access to outside play.

*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.*