



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117120

DfES Number: 514531

INSPECTION DETAILS

Inspection Date 03/03/2005
Inspector Name Elaine Douglas

SETTING DETAILS

Day Care Type Out of School Day Care, Creche Day Care, Full Day Care
Setting Name Hartley House Childcare Unit
Setting Address Charfield Drive
Eggbuckland
Plymouth
Devon
PL6 5PS

REGISTERED PROVIDER DETAILS

Name Hartley House Childcare Unit 1016335

ORGANISATION DETAILS

Name Hartley House Childcare Unit
Address Charfield Drive
Eggbuckland
Plymouth
Devon
PL6 5PS

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

Hartley House Childcare Unit has been opened since 1986. It operates from two sites within a Community College in Eggbuckland, on the outskirts of Plymouth. It is run by a voluntary committee and provides full day care and out of school care during school term times. Out of school care is also provided during the school holidays. The unit serves the local area and children from Eggbuckland Vale Primary School, Widey Primary School and Manadon Vale Primary School are escorted to the out of school club by staff from the centre.

There are currently 34 children from two to five years on roll. This includes 27 children receiving funded nursery education. Children attend for a variety of sessions. The group supports children who have special needs.

Pre-school sessions operate five days a week. Sessions are from 08.30 to 11.30 and 12.30 to 15.00. Lunch is available between 11.30 and 12.30.

The after school club opens five days a week from 15.00 to 18.00.

Care in the school holidays is available five days a week between 8.30 and 18.00.

Nine staff work with the children. Six have early years qualifications. One member of staff is currently on a training programme. The group receive support from the Early Years mentor/teacher (EYDCP).

How good is the Day Care?

Hartley House Childcare Unit is providing good quality care overall. The staff work well as a team and are effectively deployed in both the preschool and the out of school care, working directly with the children at all times. The premises are suitable for their purpose and well equipped to meet the individual needs of the various age groups. All necessary documentation is in place although records of fire drills lack detail, and the policies and procedures, and information for parents have not been regularly reviewed.

Good safety procedures are effectively implemented by staff they are vigilant about children's safety. All staff are trained in first aid and there are good procedures for dealing with any accidents. Staff support children well in developing good hygiene practices and staff follow hygiene procedures. However, the procedures in the baby room do not ensure the carpets are kept clean. All children have unlimited access to water. Snacks and drinks are nutritional, and staff are aware of any individual needs, including dietary. Good procedures are in place to identify and/or support children with special needs. Good procedures ensure staff understand child protection issues.

Staff plan an appropriate range of activities and resources for each group. They follow the Foundation Stage Curriculum for the preschool children and Birth to Three Matters for the children under three years. Children who attend the out of school care have good opportunities to make suggestions about their programme of activities. Staff ensure that planning is fully inclusive and meets all the children's needs. Staff provide good appropriate interaction and behaviour management, for all ages.

Parents are welcomed into the group. They have good opportunities to talk to staff and the supervisor, and to exchange information. Parents receive good information on the activities provided. Parents of children under two years receive daily written feedback.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Appropriate equipment has been installed to keep water at an adequate temperature and to ensure the premises are secure, as raised at their previous inspection.

The group have had individual thermostats installed into the sinks the children use to wash their hands. Children can now access warm water at an adequate temperature. Safety chains have been installed on all the doors to the outside area, this ensures that children can not open the door and leave the premises unsupervised.

What is being done well?

- Staff are effectively deployed and work directly with the children. They provide good quality interaction and plan appropriately to ensure all three age groups access good quality resources and activities, which stimulate, provide sufficient challenge, and are appropriate to their ages and stages of development.
- Staff are vigilant about children's safety, they support the older and more able children well in developing good practices to ensure their own safety. Such as, not standing or climbing on furniture, and using scissors at a table.
- Staff consistently use appropriate behaviour management strategies. Children of all ages are praised and encouraged. The out of school children have helped to write the policy and procedures, which ensures they have a

good understanding of expectations.

- Staff have a good understanding of children's individual needs, including those with special educational needs. They respect children as individuals and ensure their needs are met.
- Children are provided with nutritional snacks and regular drinks. The older and more able children have free access to fresh drinking water.

What needs to be improved?

- the reviewing and updating of documentation to ensure policies and procedures remain appropriate to the group, to ensure parents are aware of relevant procedures, and to ensure adequate information is recorded on fire drills
- the procedures for hygienically maintaining the carpets, particularly in the baby room

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Ofsted have not received any complaints about this provider.

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	Improve hygiene procedures to ensure carpets are hygienically maintained, with particular reference to the baby room.
14	Regularly review policies and procedures to ensure they remain relevant to the group, update information for parents to ensure parents are aware

	of polices and procedures, and maintain adequate information on fire drills.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hartley House Childcare Unit provides good quality nursery education overall. The planning and teaching in personal, social and emotional development, mathematical development, knowledge and understanding of the world, and creative development is most effective, and children make very good progress in these areas.

The quality of teaching is generally good. Staff have a good knowledge of the Foundation Stage Curriculum and how children learn through play, and exploration. They provide good interaction, ask open-ended questions, and listen and respond well to children. Staff build trusting relationships with children and provide an environment in which they can be independent learners. Staff make regular assessments and support children well in progressing further; providing detailed plans for children with special educational needs (SEN). Staff make very good use of impromptu situations and child-initiated activities. The system for planning is clear and staff plan a wide range of interesting activities. However, staff do not provide sufficient opportunities for children to use climbing equipment or to develop an understanding that books can be used to retrieve information.

The leadership and management is generally good. The manager provides a good role-model, supports effective teamwork, and ensures staff are clear about their roles and responsibilities. The manager has effective methods to evaluate practice. There is a shared commitment to training and development, to ensure continued improvements. However, there is limited support from the committee to work in partnership with staff.

The partnership with parents is generally good. Parents receive good information on the Foundation Stage Curriculum and activities. They have very good opportunities to be involved in their child's learning, and to talk to staff and exchange information. However, there is no system to ensure all parents receive sufficient information on their child's progress.

What is being done well?

- Staff make very good use of impromptu situations and child initiated activities. For example, when a child asked how much wool was in the ball, staff took it outside and with the children, unwound it to see how many times it would stretch across the playground.
- Children's personal, social and emotional development is very good due to staff building good relationships with them, and encouraging them to be independent. Children help with setting-up and clearing away activities. They are supported well in managing their clothes and personal hygiene.
- Staff make very good use of number rhymes to teach children basic calculation and to recognise numerals. They regularly use daily routines and

children's play to teach mathematics. For example, a child using shapes to make a flower is asked " how many petals will your flower have?" he answers seven. Staff ask "how many do you have now?" he says he has five and needs two more.

- Children regularly use I.C.T. and programmable toys to support their learning. They use the camera to take photographs and the Roma to programme its movements. Children use the mouse and keyboard on the computer well. For example, to click and drag letters which have the same sounds as the pictures.
- Children develop very good imagination in role-play, art and stories. Staff provide a good range of resources which children use well to play cooperatively on the same theme. For example, in the doctors surgery, one child pretends to be the receptionist and asks another child to write her name on her pad. She asks her to wait and she takes a seat and looks at a magazine. The child pretending to be the nurse takes her to the doctor and between them they use the stethoscope and other 'implements' to make her better. The doctor 'writes' a prescription and she leaves.

What needs to be improved?

- the opportunities for children to use climbing equipment and to develop an understanding that books can be used for information
- the partnership between the committee and the staff
- the system for ensuring all parents receive sufficient evidence of their child's progress

What has improved since the last inspection?

Very good progress has been made since the last inspection. A good action plan has been implemented to ensure consistency when teaching letter sounds and to increase written plans for children with SEN, as raised as key issues at the previous inspection.

Staff sought advice on the most appropriate way to teach phonics. This was shared with all staff and now they are consistent in their approach to teaching letter sounds. This has resulted in children regularly hearing and using correct letter sounds, and developing their phonic knowledge.

Staff now write weekly plans for children with S.E.N. The keyworker, in consultation with parents, set achievable targets with the support required. These are discussed at the end of the week and reviewed each term by the S.E.N. coordinator. This ensures that children are appropriately supported in their development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children regularly select activities and resources for themselves and work independently. Children confidently separate from their carers and initiate interaction with others. Children manage developmentally appropriate tasks. They manage their clothing, help themselves to drinks and manage their personal hygiene. Children regularly help to care for the environment and are beginning to understand expectations on their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children regularly link sounds to letters and enjoy rhymes. They ascribe meaning to their marks and are beginning to understand the purpose of writing, through access to good resources in their role-play. For example they 'take messages' and 'write prescriptions' in their doctors surgery. Children listen and join in with stories and enjoy books individually. However, the older and more able children are not developing an awareness that books can be used to locate information.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children regularly use number names and select correct numerals from one to five. They use numbers in their games and daily routines. For example, they count how many children are at their table and get the corresponding number of plates. Children enjoy number rhyme and notice number mistakes. They confidently say the number which is one more or one less than the given number. Children use shape for a purpose and recognise two dimensional shapes. They order by size and use mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children regularly design and construct with a purpose, using a range of tools and techniques. Children show interest in I.C.T. and know how to operate a simple programme; they use it well to support their learning. Children are interested in how things work and regularly explore and examine objects and living things. For example, they look at effects of heat and cold when cooking, and examine and take apart the insides of a clock.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop a very good awareness of healthy practices through practical activities and discussion. Children regularly use malleable materials and use simple tools such as, scissors, cutters and rolling pins, to effect change. Children negotiate space successfully indoors and outside. They demonstrate control, stopping and changing direction when chasing and using bicycles. Children demonstrate control when using balancing equipment. However, they do not regularly use climbing equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children regularly explore media and materials, and work creatively on a large and small scale. They use all their senses to explore materials and respond well, both verbally and through facial expression. Children join in with familiar songs and regularly explore different sounds of instruments. Children use the available resources well to support their role-play. They regularly engage in imaginative play based on themselves and things adults do. They play cooperatively together.

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

- plan to provide opportunities for children to develop an understanding that information can be retrieved from books and for children to use climbing equipment more frequently
- devise a system to ensure all parents receive sufficient information and evidence of their child's progress towards the early learning goals.

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.