



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127272

DfES Number: 543357

INSPECTION DETAILS

Inspection Date 09/07/2004
Inspector Name Tracy Larnach

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Hythe Early Years Centre
Setting Address Hythe Community School
Cinque Ports Avenue
Hythe
Kent
CT21 6HS

REGISTERED PROVIDER DETAILS

Name The Committee of Hythe Early Years Centre

ORGANISATION DETAILS

Name Hythe Early Years Centre
Address Hythe Community School
Cinque Ports Avenue
Hythe
Kent
CT21 6HS

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

Hythe Early Years Centre opened in 2000. Since January 2004 the centre has operated from a purpose built facility at Hythe Community School. The nursery use a large room with a separate sleeping area, toilets, an office and a kitchen. Staff use the staff room and separate adult toilets outside the nursery door. A pre-school and after school club operate from a separate building in the school grounds. The setting is situated in the centre of Hythe, close to libraries, playing fields, canal walks and the beach.

There are currently 131 children from 0 to 8 years on roll. This includes 35 funded 3 and 4-year-olds. Children attend a variety of sessions each week. The nursery staff have experience of working with children who have special needs and children who speak English as an additional language.

The nursery opens 5 days a week throughout the year. Sessions are from 07.45 to 18.00. The nursery employs a cook and offers cooked meals. They also employ 2 cleaners and an administrator. There are 13 staff who work with the children, of which 11 have early years qualifications. All staff attend short courses. The nursery receives support from a Pre-School Advisor and an Area Education Officer.

How good is the Day Care?

Hythe Early Years Centre provides good care for children. Highly trained staff provide a caring and welcoming environment and are organised and work effectively as a team. The premises are secure and the environment is enriched with purpose built, age appropriate equipment.

Staff give high priority to children's safety; a daily risk assessment is undertaken. Fire drills are accomplished however not regularly enough to ensure all children have been involved. An attendance record is maintained, but the main register was not updated when a child left early and another arrived late. Children learn about health and hygiene. They regularly wash their hands without reminders. Children are provided with drinks and snacks, which are healthy and nutritious. Most staff have a

current first aid certificate and a named staff member ensures the first aid kit is replenished. The centre has child protection procedures, which are in line with the local authority guidelines; their written policy is scheduled for review to reflect this. Documentation regarding an incident was incomplete although appropriate measures had been taken.

The children self-select from a broad range of toys and equipment. There is a good balance between self-initiated and adult supported activities. Staff work positively with the children. They are interested in what they say, ask open-ended questions and children are encouraged to communicate with each other. Planning for the babies is excellent, as is the documentation about their day. The children are well behaved and cooperative. All children are valued and included. The manager is trained as the special educational needs coordinator and works with other professionals and parents.

Parents were happy with their children's care. Parent permissions are kept on file, but parents are not signing for medication given. They have access to all policies and procedures and other information relevant to the setting. A complaints procedure is available.

What has improved since the last inspection?

All actions from the last inspection have been addressed.

What is being done well?

- The staff team include a cook, cleaners and administrative support. This enables the highly trained staff to dedicate their time to the children.
- A daily risk assessment is accomplished. Checklists ensure sleeping babies are checked and the building's temperature is monitored.
- The environment is enriched with purpose built, age appropriate equipment.
- Regular routines such as hand washing is second nature to the children.
- The cook provides healthy and nutritious food which is varied and delicious. The menu includes foods from other cultures and alternatives for children on special diets.
- Most staff have a current first aid certificate. The administrator ensures staff are scheduled to attend a course before their first aid certificate expires.
- The children self-select from a broad range of toys and equipment. There is a good balance between self initiated and adult supported activities. Children's behaviour is excellent.

What needs to be improved?

- attendance records

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- documentation to reflect the outcome of recorded incidents
- medicine records.

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
2	Ensure registration arrangements show when children, staff and visitors are present.

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The nursery provides children with a warm, caring and welcoming environment.

The overall quality of teaching is very good. Staff work positively and enthusiastically with all children, encouraging them to be confident, independent and very self-assured. Staff have a good knowledge and understanding of the early learning goals. They plan a comprehensive and balanced range of activities and set very good challenges for children allowing them to make rapid progress through the stepping stones. Children are encouraged to use their imaginations and initiative throughout the session. The outside environment reflects the areas of learning well and staff generally encourage children to move freely between the inside and outdoor activities.

Staff provide good support to children during the activities they complete and are very aware of their roles and responsibilities throughout the day. The effectiveness of assessment and curriculum planning is very good. Staff have introduced a comprehensive assessment system and make detailed observations of children's progress. Staff know children well, and information from assessment is used effectively to inform the planning of activities.

The overall quality of leadership and management is very good. Staff are led by a positive and enthusiastic leader. All staff work together to identify weaknesses within the setting. Clear procedures have been implemented in order to evaluate and review the effectiveness of the nursery practice.

The partnership with parents and carers is very good. Parents are greeted warmly when they arrive at the nursery and receive very good opportunities to be informed about their children's attainments and progress in learning. Staff provide parents with detailed information about the setting and its provision.

What is being done well?

- Staff support children very well. Children are confident and independent, they work well together and have formed very good relationships.
- Children communicate well together. They speak confidently as they play freely throughout the day.
- Children receive very good opportunities to take part in a range of practical mathematical activities. They have access to a broad selection of activities and equipment that allow them to solve simple problems as part of free-play.
- Staff plan the daily routine well. Children explore a wide range of imaginative and free-play activities that effectively extend children's learning through the

stepping stones towards the early learning goals.

- The nursery is managed well. Staff work effectively together as a strong team, regularly challenging and extending children through each of the areas of learning.

What needs to be improved?

- opportunities for children to regularly access the available musical instruments
- the use of the outside play area.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work positively and enthusiastically to complete a range of activities. They have developed good relationships together and their behaviour is very good. Children show high levels of concentration. They are encouraged towards personal independence and confidently select from the wide and varied selection of resources. They are introduced to positive images of other cultures, traditions and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently together in groups, communicating their ideas during free-play. Staff make very effective use of planned discussion activities to develop and extend children's language skills. Good opportunities are provided for children to write freely and imaginatively as part of free-play activities. Children enjoy reading sessions and actively use and enjoy the books displayed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children receive very good opportunities to count and recognise shapes as part of the daily programme of activities. A good range of mathematical equipment is available within the nursery and staff make effective use of this to encourage children to solve simple problems as part of practical and free-play activities. Staff have a very good knowledge of the stepping stones within this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children receive very good opportunities to explore the local and surrounding area and to discuss their home and family life. Staff provide a very good range of planned investigation activities that allow children to explore the properties of different materials and substances. Staff encourage children to look closely at the differences, patterns and change of materials as part of free-play. Children use a range of materials for construction.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children receive daily opportunities to move safely and freely both inside and out. Children skilfully use the large and small equipment, showing co-ordination and confidence. Good opportunities are provided for children to develop their small manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children receive good opportunities to respond to a variety of experiences as part of the daily programme of activities. Children are encouraged to use their imaginations to communicate their ideas, thoughts and feelings. The nursery has a wide and varied selection of musical instruments, however, these are not made available for the children to access independently.

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 significant weaknesses to report, but consideration should be given to improving the following:
- making the outside play area available for children to access independently.

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.