



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253868

DfES Number: 533710

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Jackie Nation

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Hurst Hill Out of School Club / Hurst Hill Pre School / Little Monsters
Setting Address Hurst Hill Primary School
Paul Street, Coseley
Dudley
West Midlands
WV14 9AJ

REGISTERED PROVIDER DETAILS

Name Mr Eric Tibble DO NOT SEND HERE

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

Hurst Hill Primary School in the Coseley area of Dudley provides a range of day care services including, a playgroup, nursery, pre school and out of school care. The pre school and nursery operate from a self-contained Foundation Unit in the Early Years Department. The playgroup and out of school club operate from the Community Room. The out of school club also have access to the hall and computer suite.

The nursery and pre school are open each weekday from 09:00 until 11:30 and 12:30 until 15:00. The playgroup is open on Monday, Wednesday and Friday from 13:15 until 15:00. The out of school club is open each weekday from 08:00 until 08:50 and 15:00 until 17:30. All groups are open during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 47 children aged from 2 to under 5 years on roll in the pre school and nursery and they all receive funding for nursery education. There are 18 children from 2 to under 5 years in roll in the playgroup. In the out of school club there are 48 children from 4 to 8 years on roll. It is the admission policy for the out of school club to allow children up to the age of 11 years to attend. Children who attend the provision are from the local area. All groups support children with special educational needs, and children who speak English as an additional language.

The pre school and nursery has six staff, including two teachers, two NNEB's and two staff with NVQ level 2 early years qualifications. The playgroup has three staff, one with NVQ level 3 and two staff with NVQ level 2 early years qualifications. The out of school club has six staff, including three NNEB'S and three NVQ Level 2/3.

How good is the Day Care?

Hurst Hill Pre School, Nursery, Playgroup and Out of School Club provides good quality care for children.

Staff provide a very welcoming environment where children are happy and settled. Staff work well as a team and are deployed effectively. Pre school and nursery staff

are fully involved in the planning of activities and assessment of children's development. Space and resources are organised effectively to support children's play and learning. However, the layout of activities in the playgroup room does not always support children's needs effectively. All children have access to good outdoor play provision.

Staff are vigilant about children's safety. Positive steps are taken to promote safety and children are supervised appropriately. The setting promotes the good health of children and consistent routines help children develop good self-care skills. Children are provided with healthy snacks and regular drinks. The setting supports children with special needs and staff actively promote positive attitudes towards inclusion. All children are included and their differences acknowledged and valued. Staff have a good awareness of child protection, a written policy is in place.

Children take part in a wide range of stimulating and fun activities which help them make progress in all areas of their development. A good range of toys and suitable play materials are available. Children enjoy the opportunity to self-select activities indoors and outside during 'my time'. Staff are positive role models to children. They are respectful to them, they value good behaviour and encourage children to have consideration for others.

Documentation is maintained effectively, however some policies and procedures are not always consistent across all aspects of the provision. Parents do not acknowledge entries made in medication and accident records. Partnership with parents is good, there are opportunities each day for informal discussions.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff team are effective and knowledgeable, there is a high level of qualified and experienced staff.
- Children in pre school and nursery are provided with well planned activities which build on their curiosity and promote their learning in all areas of their development.
- Children benefit from consistent routines and staff establish good relationships with the children. Staff help children develop confidence and independence in a secure environment. Staff ensure children who attend the setting are safe and well cared for.
- At the out of school club, children take part in a wide range of activities and they are able to choose their own games and make decisions about their play.
- There are very good displays of children work in the pre school and nursery rooms.

What needs to be improved?

- the organisation of the activities in the playgroup room
- the procedures for recording accidents and medication, to ensure parents acknowledge entries made in these records
- policy and procedure documents, to make sure they are consistent in all aspects of the provision.

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 | Review the operational plan to ensure policy statements cover all aspects of the provision. |
| 2 | Improve the organisation of the playgroup room to meet children's needs. |
| 7 | Ensure parents acknowledge entries made in the accident and medication records. |

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

How effective is the nursery education?

Hurst Hill Pre School and nursery provides very good quality nursery education. Children are enthusiastic and eager to try the varied and stimulating learning opportunities which are provided to help them make very good progress towards the early learning goals.

The quality of teaching is very good and staff ensure children are well supported across all areas of learning and play. Staff have a secure knowledge of the foundation stage and activities are presented in a lively and enthusiastic manner. Staff support children's learning by skilful intervention and questioning to extend their vocabulary and understanding. Staff organise the routine well and children benefit from some opportunity to self-select resources and initiate their own play. Assessments of children's learning are systematic and evaluated effectively against the early learning goals. Observations provide a secure basis on which staff plan the next steps in children's learning which helps children to move forward at a pace suitable to their individual needs.

Leadership and management is very good and there are systems in place to monitor and evaluate the quality of teaching. The aims of the setting are reflected in good practice and a commitment by staff to provide high quality care and education for all children. Staff have regular opportunities to improve personal development through training. They look for ways to improve the provision and for new ideas for stimulating activities and experiences for the children to take part in.

Partnership with parents is very good and parents are provided with opportunities to be involved in their child's learning at home and in the setting. They are provided with written information about the provision and the foundation stage of learning. Although parents are able to talk to staff daily, consideration is not always given to sharing children's progress records effectively.

What is being done well?

- Children are interested in all activities and motivated to learn. They enjoy initiating their own play during 'my time' and are able to choose from a good range of toys and resources.
- Children are confident speakers, they talk freely expressing ideas and feelings during activities and at circle time. They use language to explore real and imagined experiences particularly during role play and outside play.
- The outside play space is used very well to promote children's learning in all areas. It is organised to ensure children have access to a good variety of activities. Children show a good awareness of space both for themselves and for others. They move confidently with control and co-ordination negotiating obstacles.

- Staff work well as a team and give very good attention to planning and preparation of activities. Assessments are ongoing and provide a secure basis to support future planning, ensuring children make good progress in all areas of learning.
- Relationships between staff and children are good. This helps children develop confidence and supports all aspects of their learning.

What needs to be improved?

- the opportunities for children to self-select resources and initiate their own play
- the sharing of information with parents to include details of their child's progress and attainment.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are actively involved in their learning. They are enthusiastic, confident, work well independently and take initiative. They show good levels of concentration, especially during self-chosen activities. All children are developing good independent self-care skills. They form good relationships, work well together and share resources. Children's behaviour is good. They are developing an awareness of the expected codes of behaviour and are able to sit quietly at appropriate times.

COMMUNICATION, LANGUAGE AND LITERACY

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are confident speakers and they actively participate in group activities. Children show an understanding of the elements of stories, they enjoy listening to stories and singing songs. All children have the opportunity to practice writing on a daily basis. Most children can copy and trace letters and some children are able to write their name without adult support. All older children are able to recognise their own name and some are able to link sounds to letters.

MATHEMATICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Older children count confidently up to ten and some beyond. Younger children are beginning to say numbers in the correct order and recognise a number of objects in a small group. They are able to recreate patterns, sort, compare and match with confidence. Children show an active interest in numbers and have opportunities to count and use numbers in everyday situations. They are beginning to develop an awareness of number comparison and simple calculation through activities and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children enjoy using their senses to explore objects and materials. Planned activities help them notice changes that occur, for example during cooking activities and finding out about the different properties of water and sand. Children are developing a sense of time and they like to discuss past and present events in their lives. All children are able to build and construct with a wide range of materials and tools. They have access to resources which develops their interest in technology.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are energetic and move with skill and confidence. They enjoy the wide range of physical activities inside and outdoors. They show a good awareness of space for example when riding bikes and are able to control their movements through activities and games like musical statues. They are developing an understanding about keeping healthy and are aware of the changes that take place to their bodies after exercise. They handle a range of simple tools and small equipment with confidence.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children take part in imaginative play with enthusiasm. They enjoy dressing up, playing in 'the hospital' and they like to act out different roles. They have regular opportunities to listen to a variety of music and use musical instruments to tap out simple beats. They respond well to creative experiences and are able to apply paint in different ways. They explore different textures and use resources for art work. Children are developing an awareness of shape in two or three dimensions.

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 the following points:
- increase opportunities for children to self-select resources and initiate their own play
- further develop partnership with parents and increase the opportunities to share information with them about their child's progress and attainment

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.