



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254110

DfES Number:

### INSPECTION DETAILS

Inspection Date 19/05/2004  
Inspector Name Rosalie Mary Turner

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Hevingham Under 5's Association  
Setting Address Hevingham County Primary School  
New Road  
HEVINGHAM  
Norfolk

### REGISTERED PROVIDER DETAILS

Name The Committee of Hevingham Under 5's Association 1024225

### ORGANISATION DETAILS

Name Hevingham Under 5's Association  
Address Hevingham County Primary School  
New Road  
Hevingham  
Norfolk

## 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

Hevingham Under 5's Association was established twenty years ago. It operates from the county primary school situated in the rural community of Hevingham, to the north of the city of Norwich. The playgroup serves the local community and surrounding villages.

There are currently 30 children aged from 3 to under 5 years on roll. This includes 17 funded 3-year-olds and 8 funded 4-year-olds. Children attend for a variety of sessions. There are no children attending at the present time who have special needs or speak English as an additional language.

The group opens two days per week during school term times. Sessions are from 12:45 until 15:15 on Wednesdays and Fridays for children aged four years who join the reception class of the school. There are additional opening times at the village hall on Mondays and Thursdays from 09:30 until 12:00, on Tuesdays from 09:00 until 11:30 and from 09:15 until 11:45 on Fridays for children aged between two and under five years.

Two of the three part-time staff work with the children. Two have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification.

The setting receives support from an advisory link teacher and from the Early Years Development and Childcare Partnership (EYDCP). Although staff do not follow a particular educational approach, they work with the children to help them to learn through free play experiences, balanced with more structured adult led activities.

### How good is the Day Care?

Hevingham Under 5's Association provides satisfactory care for children aged from three years to under five years.

All aspects of the provision are well organised with paperwork in place to support the

pre-school to operate smoothly. The staff are committed to ongoing training and they use their knowledge and experience of childcare to help children make progress. Staff make good use of a wide range of appropriate toys and equipment to ensure children of all abilities are challenged to further develop their skills.

Most procedures are in place to ensure that children are able to play in a safe and secure environment. However, there are gaps in the risk assessment and children have not been given the opportunity to practise emergency evacuation procedures. Good hygiene practices help to protect children from the spread of infection although not all parents have given their consent to enable staff to act quickly in a medical emergency. Staff are aware of individual dietary needs and provide nutritious snacks to help children to thrive.

Staff are warm and friendly towards the children as they laugh and chat together during play. Their positive and consistent approach helps children to understand right from wrong. Children are confident with peers and adults and display exemplary behaviour. However, the behaviour policy does not include procedures to deal with bullying. Staff are aware of the signs and symptoms of children at risk to support children's welfare and safety.

The relationship with parents and carers is very strong. Parents are actively involved with all aspects of the pre-school which enables them to build on their understanding of child development. The excellent two-way sharing of information enables staff and parents to work alongside each other to meet the individual needs of each child.

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

At the last inspection the Under 5's Association agreed to submit forms to enable Ofsted to complete vetting procedures and to ensure that an assessment was made of possible safety hazards.

All staff and committee members are vetted, or await results of checks. A risk assessment has been developed that identifies most safety hazards to enable staff to keep children safe inside and outside the premises. However, staff have not addressed the implications to children when school security measures are not in place.

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

- Staff interaction with the children is very good. They know the children well and are able to adapt each activity appropriately to ensure children make progress at every stage of their development. Children are responsible for their work from beginning to end.
- The plentiful displays of children's work, posters, number and letter lines at the children's level make the playroom attractive to them and all children settle well.
- The low level storage units and trolleys enable children to self-select toys and materials to develop their choice and independence. Toys and equipment

reflect a balance of natural materials, such as sand, wood and feathers, with bright plastics that stimulate and encourage the children to play.

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

- the risk assessment, to address the implications to children when school security measures are not in place
- the fire drill procedures, to ensure drills are carried out to enable all staff and children to become familiar with emergency evacuation
- record keeping, to obtain written permission from all carers to seek emergency medical advice or treatment to enable staff to take appropriate measures if children are ill
- the behaviour management policy to include procedures to deal with any incidence of bullying.

#### **Outcome of the inspection**

Satisfactory

#### **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 must take the following actions by the date shown**

Std	Action	Date
6	Improve the risk assessment of the premises and submit an action plan to identify actions to be taken to minimise perceived risks.	04/06/2004

##### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure children regularly practise emergency evacuation of the premises.
7	Ensure staff are able to take appropriate action when children are ill. (This refers to obtaining consent from carers to seek emergency medical advice or treatment for each child).

11	Develop procedures to deal with any incidence of bullying.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Hevingham Under 5's Association is acceptable and of good quality overall. It enables children to make very good progress towards the early learning goals in their personal, social and emotional, physical and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good and all staff demonstrate a sound knowledge of the early learning goals. Staff choose from a good range of resources and plan a variety of interesting activities to consolidate and progress children's learning. However, curriculum planning does not include sessions at the school to ensure they are balanced to cover all six areas of learning. Staff build trusting relationships with children and work directly with them for much of the time, questioning children effectively to help them to learn.

The leadership and management of the group is generally good. The experienced and enthusiastic staff team work well together. The committee works closely with the staff and clear roles and responsibilities are in place. However, there are no induction plans to ensure newly appointed staff are familiar with the provision. Regular meetings, appraisals and feedback from parents help the committee to monitor and evaluate the provision and there is a commitment from all to improving and developing the facility.

The partnership with parents is very good. Parents are warmly welcomed into pre-school and are given excellent information to help them to understand the curriculum and be involved in their children's learning. They are encouraged to contribute to the day to day running of the setting and staff draw on their expertise to support learning opportunities provided by the pre-school.

### What is being done well?

- Children are learning to socialise and older children have formed firm friendships. They are able to work on their own as well as helping each other when using the school computers and in role play.
- Staff use their knowledge of child development to present the children with worthwhile activities that help them to learn. Activities are exciting, interesting and well planned. They are meaningful to the children and take into account the range of abilities within the setting.
- Staff give children every opportunity to use numbers and learn the concept of counting in routine activities. Older children are challenged to build on their counting skills and many are able to count to twenty and beyond.

**What needs to be improved?**

- the planning for sessions held at the school, to ensure a balanced range of activities is provided, which cover all six areas of learning
- the opportunities provided in everyday play situations for children to develop their skills in simple calculation
- the challenges provided for children to develop early reading skills and help them to understand that print carries meaning.

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

The setting has made generally good progress in implementing the action plan drawn up to address the two points for consideration following the last inspection.

Daily plans identify that writing materials are provided during structured and impromptu activities. The inclusion of pencils and paper with structured activities and in the role play area enables children to develop early writing skills as they make marks and record their findings.

The staff talk to children to make them more aware of the changes that happen to their bodies when they become active. However, children are not always given time to think and answer for themselves when they feel hot or tired.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interested in the activities offered. They are learning to share and take turns. Older children work well in small groups and are able to concentrate and persevere with their work. Children are very well behaved and understand right from wrong, with older children monitoring their own behaviour. Children are becoming personally independent as they dress themselves for outside play and take themselves to the toilets.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently. They use language effectively to express their needs and support their play. Children's listening skills are developing well. They are attentive to stories and able to anticipate endings accurately. Writing materials are offered in routine activities and older children are able to form letters. Children handle books appropriately and are learning to follow text. A lack of labelling in the village hall reduces chances for children to develop early reading skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count and enjoy number rhymes. They use comparative language to describe size and quantity in routine activities and skilfully sort and match when tidying toys. The more able children understand positional language and follow directions such as left/right and back/front. However, they are not sufficiently encouraged to develop an understanding of addition and subtraction within routine practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore using natural materials such as sand, water and dough. They use construction sets, magnets and magnifying glasses to learn how things work and question why things happen. Children are becoming aware of technology by using keyboards and programmable toys. They are beginning to think about people in their community, with visits from fire fighters and the police but few resources are available to help children explore their own beliefs and those of other people.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show increasing control over their bodies as they run, jump, skip and move to music. They move confidently around the village hall and are able to negotiate obstacles without bumping into each other. Children handle a range of small tools to develop their hand/eye co-ordination with increasing skill as they cut, stick, construct and thread beads. They are learning to stay healthy through wearing hats in the sun and planned visits from a doctor and a dentist.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to experiment with texture and form as they mix play dough. They use their senses well to describe how the dough feels. Children are given many chances to freely express their ideas and feelings within routine activities such as painting and responding to music. Varied use is made of the role play area to help children to use their imaginations and extend their thinking. Children enjoy music and songs. They clap to simple rhythms and some sing spontaneously.

**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**

- expand planning to include sessions in the school provide a balanced range of activities covering all six areas of learning
- create more opportunities within everyday play situations for children to develop their skills in simple calculation
- increase the challenges provided for children to develop early reading skills, especially those that help them to understand that print carries meaning.

*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.*