



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402138

DfES Number: 581449

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Julie Ann Birkett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hatfield Broad Oak Under 5's
Setting Address School House, High Street
Hatfield Broad Oak
Bishop's Stortford
Hertfordshire
CM22 7HH

REGISTERED PROVIDER DETAILS

Name The Committee of Hatfield Broad Oak Under Fives Committee
291814

ORGANISATION DETAILS

Name Hatfield Broad Oak Under Fives Committee
Address High Street
Hatfield Borad Oak
Herts
CM22 7HH

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

Hatfield Broad Oak Under Fives opened in 1972. It operates from one room in a demountable building in the grounds of the Hatfield Broad Oak primary school. The group serves the local and surrounding villages.

There are currently 33 children from 2 years to 5 years on roll. This includes 10 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. Currently there are no children attending who have special needs or English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 until 12:00 on Monday, Tuesday and Thursday, from 09:00 until 13:00 on Wednesday and Friday and from 13:00 until 15:30 on Tuesday and Thursday.

Four full time staff work with the children. All staff have childcare qualifications.

How good is the Day Care?

Hatfield Broad Oak Under Fives provides satisfactory daycare.

Organisation of the session, for example a snack bar system, enable children to finish their activities without interruption. Children's concentration and motivation is good. The premises are bright and attractively decorated with pictures, posters, photographs and children's artwork. The environment stimulates children's interest and a sense of pride in the pre-school. Much of the equipment is stored at children's level so that they can access resources themselves to support their own play and learning. Documentation is in good order although some of the group's verbal procedures need to be included in the relevant written statements.

The premises are secure and there is a risk assessment to minimise accidents occurring. Policies and procedures when children are ill have special dietary requirements or allergies are appropriate and records are maintained. Staff have an understanding of child protection issues.

Qualified and experienced staff plan and provide a wide range of activities. Staff are actively involved with the children, they ask questions and suggest ideas to support and guide the children's learning. The children build good relationships with staff and each other. Staff are sufficiently confident in their knowledge of child development to provide a planned curriculum where children learn through play. Children respond positively to the learning environment and are confident, articulate and progressing well. While there are no children currently attending who have special needs or English as a second language there is a strong commitment to provide access to all children. Children's behaviour is excellent.

Partnership with parents is good. Parents are provided with good quality information about the group and are regularly updated through newsletters and the notice board. Daily communication between staff and parents is open and friendly.

What has improved since the last inspection?

Since the last inspection staff records and evidence of staff checks are readily available and a visitors book is completed ensuring that no unchecked persons have unsupervised access to children. Incident and medication records are kept and consent from parents for any emergency advice or treatment has been obtained. A jug of drinking water is available throughout the session for children to access themselves. The special needs policy has been updated in line with current codes of practice to ensure that the needs of all children in the group are met.

What is being done well?

- Organisation of the free play sessions encourages children's independence and allows them to choose activities that interest them. Children are able to carry out their chosen play or task with out interruption and have a sense of satisfaction and achievement when they are finished.
- Staff manage children's behaviour very well. Staff are very caring and supportive of the children, particularly when settling in new children or when a child is sad or hurt. Staff are good role models to the children who are themselves very caring towards their peers. Staff give lots of praise and encouragement and children are secure, settled and happy.
- There is a commitment to providing care for children with special needs. The designated member of staff has attended, and continues to attend training, in this area. Good record systems have been developed to support children with special needs when required.

What needs to be improved?

- documentation to ensure that verbal policies and procedures are included in the appropriate written statements under the relevant national standards
- documentation to ensure that the complaint procedure includes the full address and telephone number of the Ofsted regional centre.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	Include the management of bullying in the written behaviour management statement
12	Ensure that verbal procedures to be followed if a parent fails to collect a child or if a child is lost are included in a written statement
12	Include the full address and telephone number of Ofsted in the written complaint procedure
13	Ensure that verbal procedures to be followed in the event of an allegation being made against a member of staff or volunteer are included in the written child protection statement

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 Hatfield Broad Oak Under Fives is good. It enables children to make very good progress towards the early learning goals in five of the six areas of learning and generally good progress in mathematics.

The quality of teaching is generally good. Staff provide a relaxed learning environment where children benefit from a range of planned activities which enable children to make good all round progress. Staff support and guide children's learning throughout the sessions. However staff do not always encourage children to look at the differences and similarities of shape in their everyday activities. Staff make daily observations of the children and record their progress. Staff have an understanding of what children enjoy and what they already know but do not always clearly show in the written plans how this information informs their planning for the individual children's next steps. Children are interested in their activities and are secure and settled. Staff and children develop warm and friendly relationships. Children's behaviour is excellent in response to high expectations, consistent and caring management by all staff.

Leadership and management is generally good. Staff share the planning and delivery of activities. Staff have attended early learning goal training and have updated their planning and assessment of the curriculum. They have identified some areas for improvement and are active in making changes to improve standards.

The partnership with parents is generally good. Parents have access to quality information about the setting, its policies and procedures and the areas of learning covered. Parents and staff exchange information about the children in daily informal communication. However many parents are not aware that development records are completed by staff. The sharing of this information with parents would be valuable in enabling parents to support their children's learning at home.

What is being done well?

- Children enjoy looking at books and listen attentively to stories both in large or small groups. Children read to themselves, handling the books appropriately. Staff foster a love of books by providing a very comfortable and interesting book corner and by reading to the children when they ask or at set story times.
- Children are provided with a wide range of materials and resources to explore and investigate. They use all their senses to find out about different things, sometimes recording their findings in creative drawings, paintings and collages.
- Children use everyday opportunities to practise their emergent writing at the prescribed writing table or in imaginative role play. Children make marks and

have an understanding that the written word has meaning. Many children write their own names.

What needs to be improved?

- the mathematics programme to ensure that children develop an understanding of shape
- planning to show how individual children will make progress
- partnership with parents to ensure all that all parents have the opportunity to share and contribute to their children's learning.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the three key issues identified at the previous inspection, resulting in improvements being made to the educational programme. More opportunities for children to move imaginatively to music have been included in the planned activities. This has had a meaningful effect on the children, for example, they spontaneously move around the room to the sound of the shakers they made. The team of staff is now more established and confident and all staff interact well with the children at both adult directed activities and the children's self chosen activities. The children's communication skills are well supported by the adults in the group. Planning for more practical mathematics has improved in most areas. Children count everyday objects confidently, they arrange objects by size for example bears, and match and sort items in the home corner. The planning for opportunities for shape recognition and the related language in everyday situations is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They have good independence skills as they supervise their own snack time and manage dressing up clothes. They concentrate well and complete tasks. Children talk confidently about different parts of their lives. They share and take turns and work amicably together. Children are aware of their own needs and feelings and show great sensitivity towards others. Children learn about our diverse society and celebrate world festivals through different activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and enthusiastic speakers and express their ideas as they play, talking about real and imagined experiences. They listen well and respond to songs and stories with enjoyment. Children use the book corner to choose favourite stories and to seek information. They learn letter sounds in the special letter weeks and learn to recognise their own names. Children are encouraged to write and form letters correctly as they write their names on their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and name numerals and use numbers as they count one another, play dice games and give out paper. Children explore size when putting a family of bears in order. They discuss weight and volume as they fill buckets of sand. Children begin to understand simple addition and subtraction while they sing rhymes like 5 little ducks. There are few opportunities for children to learn about the properties of particular shapes during play and practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out about living things as they plant bulbs, observe visiting meerkats and stick insects. Children comment on change when they look at the weather, make pizza, explore blocks of ice and talk about the past and present. They build during craft activities and free play with construction kits. Children use tools well as they cut, shape and whisk cooking ingredients and have access to simple ICT equipment. They benefit from visits out into the community and from visitors to the group.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children notice the effects of exercise on their bodies when they are hot after running around outside. They develop a good sense of space while riding on wheeled toys or choosing somewhere to sit at story time. They move with awareness of others and in different directions when dancing to their instruments and running and skipping outside. Children demonstrate hand eye coordination when using a wide range of tools and equipment such as rollers and cutters, scissors and pencils.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children show good imaginative skills as they dress up as animals. They use props and work together in the home corner to prepare for a pretend birthday party. The organisation of the session gives children time to explore the range of materials available to paint, draw and make models and collages. They join in with singing and remember a range of songs and actions rhymes. They make note of the differences and volume of sounds. They use all their senses as they take part in cooking activities.

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

- improve planning and staff's awareness of how to develop children's understanding of shape in everyday activities for example encouraging children to notice the similarities and differences of shapes and how they can be arranged and by introducing language such as slopey, curvy, straight, pointed, round, long, short, sides, corners
- further improve the planning of activities to detail how individual children will make progress and what needs to be done to either support less able children or extend the more able children's learning
- provide opportunities for parents to share children's progress records so that appropriate targets are set for children and that both staff and parents know about them and can work together to teach and support their children.

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.