

Broughton Under Fives Association

Inspection report for early years provision

Unique reference number 220031
Inspection date 08/09/2010
Inspector ISP Inspection

Setting address Village Hall, Gate Lane, Broughton, Kettering,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Broughton Under Fives Association is a committee run group which operates from the village of Broughton in Kettering. Children are cared for in the village hall and have access to a small kitchen and toilets. They also have use of the surrounding field for outdoor play. The setting serves the local community and has strong links with the school.

The setting is registered to care for 24 children at any one time and is registered on the early years register. There are currently 20 children on roll, all of whom are in the early years age range. The setting opens five mornings a week during school term-times and operates from 9.00am to 12 noon. Children are able to attend for a variety of sessions.

There are four members of child care staff, all of whom hold an appropriate early years qualification. The setting is affiliated to the Pre-School Learning Alliance and has been awarded a certificate by the Early Years Childcare Partnership as part of their quality strategy scheme. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well thought out, calm, enabling environment which ensures that they are the focus of the many learning opportunities both indoors and outside. Children are happy, settled and quickly separate from their parents. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Relationships with parents and others are positive and friendly. Effective systems are in place to ensure children's care and learning needs are known and met. New systems are being developed to effectively share information about children's progress. The management team have a clear vision for the setting. All staff are included in the self-evaluation process and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the use of information technology resources and programmable toys to further support children's learning
- encourage parents to contribute to their children's records of achievement.

The effectiveness of leadership and management of the early years provision

The manager and staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. The manager has recently attended child protection training to keep her knowledge up-to-date which helps to protect children from harm. The setting has robust recruitment procedures in place to check staffs initial and ongoing suitability to work with children and to ensure they know their responsibilities.

Children are well supervised at all times. The good deployment of staff ensures children are effectively supported in their learning as well as remaining safe. Thorough risk assessments are undertaken and regularly reviewed which enables the provider to be active in ensuring children's care and safety is given the highest priority. Documentation is well maintained and organised effectively to support children's needs and the efficient running of the setting. The setting uses a wide range of resources which cover all areas of learning, however, information technology equipment is less available and does not fully promote children's learning in this area.

Good relationships are developed with parents and carers, this means they are well informed about the provision and are able to share quality information about their children's care needs. Parents speak highly of the staff, for example, they comment on their friendliness and approachability and how they have helped their children settle. Staff are active in sharing information with parents about their children and in encouraging them to provide information about their interests, capabilities and achievements at home. This information is filtered into the children's individual plans and supports their ongoing development. Parents receive detailed information about the setting through the welcome pack and are updated regularly through newsletters and the parents' notice board. Although children's progress records are available for parents to view, they are not yet effectively encouraged to contribute to them which could mean that children may not be appropriately challenged.

The team work well together, they are aware of the settings policies and procedures and effectively implement these to promote children's welfare, safety and development. The staff team share a clear vision for the setting and since the last inspection, with the support of the committee and local authority, have implemented a number of changes which have improved the care and learning opportunities for all children. The safeguarding policy has been reviewed and updated, information used to assess staff suitability is readily available and appraisals have been introduced to check ongoing suitability. The manager has updated her child protection knowledge by attending training and this information has been shared with the staff team so that they are fully aware of the procedures to be followed. The manager has been nominated as the designated person for behaviour management. The team have developed further, ways of encouraging children to use their home language at the setting, for example learning key words

to help children develop a sense of belonging. The team have embraced these changes and worked hard to embed them into practice. Parents and the whole team are directly involved in the settings formal self-evaluation process, which utilises their many skills and knowledge.

There are good systems in place to support children with special educational needs and/or disabilities. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting. The setting have developed strong links with other settings who are delivering the Early Years Foundation Stage, including childminders and the local school, which helps children with the transitions between settings.

The quality and standards of the early years provision and outcomes for children

A broad variety of resources and activities are on offer to give children choices and to maintain a good level of involvement. Staff move around the room engaging with the children to support their learning and enjoyment, extending their play. Children are very confident in their interaction with staff and relationships allowing them to feel safe and secure. Children's learning is planned for and promoted effectively. Regular observations made by all staff are collated by the child's key person and these are used to support them in planning activities which will interest them and help to identify their next steps of learning and development. There is a good balance of group and child-led activities. Attention is given to ensure all areas of learning are promoted. For example, children can practise their numerical skills and develop an understanding of quantity, size and shape as they build structures with planks of wood and crates in the garden, count every day objects and discuss which play dough figure is the tallest and the smallest.

Children's language skills are well supported with staff helping children to think and to problem solve as they play. They use open ended questions to encourage conversation. Mark making and pre-writing skills are evident throughout the setting as children draw, make notes and record pretend appointments. They access books in the comfy area which has been designed to give the illusion of privacy. Children sit together sharing stories which they pretend to read and staff use props when they read stories to keep the children excited and interested. Although children are becoming aware of technology because they access toys such as mobile phones, head sets and key boards, these resources are not always readily available which means that their learning in this area is not fully enhanced. Art and craft activities provide children with opportunities to make and create, to paint, model with play dough and explore different textures such as custard. They are very proud of their art work and take them home at the end of the session.

Children begin to develop an understanding of the local community as they walk around the village and visit the local school. They celebrate festivals from around the world and use a range of resources which are representative of other cultures. Children with special educational needs and/or disabilities are well supported and children have opportunities to learn about similarities and differences amongst

people. Toys and equipment are freely and safely accessible to all and care is taken to ensure that these resources depict a variety of abilities. Effective use of the key person system ensures children are able to form appropriate attachments and provides parents with a focal point for information sharing. Children are encouraged to become independent learners with staff having the skills to know when to support children in extending their learning. They select equipment for themselves as resources are well organised and support their individual choices.

Children are polite and talk kindly to each other. They learn to take turns and share equipment as they play together with any disputes used as opportunities for staff to develop children's understanding of fair play. Children know what is expected of them through familiar routines and clear explanations. They learn good procedures regarding personal hygiene through regular routines and discussion and develop an understanding of health and nutrition as they are encouraged to eat a variety of fruit at snack time and have good access to drinking water throughout the day. All children have daily opportunities for fresh air and exercise to promote their health.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met