

# Hedworthfield Community Association

Inspection report for early years provision

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**Unique reference number**

312570

**Inspection date**

01/11/2010

**Inspector**

Lynne Pope

**Setting address**

Cornhill, Fellgate, Jarrow, Tyne and Wear, NE32 4QD

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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**

Headworthfield Community Association provides both out of school care known as Oscars and sessional care known as Teddy Tots, and is run by a committee. It registered in 1993 and operates from rooms within the community association building and the sports hall, which is located on the same site. It is situated in the residential area of Jarrow, Tyne and Wear. The premises are easily accessed for those with disabilities by a ramp. The playgroup is open Monday, Wednesday and Friday from 12.45pm to 2.45pm during term time. The out of school club opens each week day from 8am until 9am and 3pm until 6pm during term time, and from 8am until 6pm during school holidays.

They are registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children at any one time, of whom none may be aged under two years. There are currently 12 children aged from two to three years on roll in the playgroup and 60 children attending the out of school club. The club also offers care to children aged over five years to 14-years-old. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs eight staff. Four staff hold an early years qualification of Cache Level 3, and one member of staff holds a diploma in Playgroup from the Pre-school Learning Alliance. One member of staff has a Bachelor of Arts (degree) in Care and Education and Professional Practice Studies. Links are in place with local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The playgroup and out of school club is open and accessible to all, offering an inclusive environment. Settling-in procedures and gathering of personal information ensures that the individual needs of children are met when they first start at the provision. They enjoy a broad range of activities and experiences which meets their needs and helps them to make satisfactory progress in their learning and development. Children are cared for in a very safe and secure environment and all records are in place to meet requirements. Staff have identified through analysing the provision, areas that could be further improved. Links with other Early Years Foundation Stage providers are developing well and parents become involved through discussion and frequent questionnaires.

## **What steps need to be taken to improve provision further?**

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

- update the record of risk assessment to include any assessments of risks for

- outings and trips
- make learning plans for each child based on information gained from observation records.

## **The effectiveness of leadership and management of the early years provision**

Required record keeping systems, policies and procedures are in place to ensure that the club runs smoothly. Staff have a suitable understanding of policies and procedures, which are implemented well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm. Effective recruitment procedures ensure that staff have appropriate qualifications and are deployed effectively to ensure children's safety while attending. Risk assessments are carried out on the premises. Staff check the premises daily to ensure there are no hazards. This is supported by a detailed written risk assessment of all possible hazards which is reviewed on a regular basis. The out of school club has completed written risk assessments for any outings that take place during school holidays. The playgroup carries out a visual inspection of any venues that they visit, however, these are not supported by a written record.

The premises are well organised and presented. Resources are set out daily and organised into areas for the children, such as a home corner, jigsaw and colouring table. Storage boxes on the floor enable the children to make their own choices which develop their independence. Out of school children make their selections from the large storage cupboard. Staff constantly check resources to ensure that they remain safe and suitable for children's use. A member of staff has been given responsibility for special educational needs and demonstrates a thorough knowledge of how she would support staff and parents so that the child can develop to their full ability.

It is evident in the improvement made since the last inspection where all the actions and recommendations have been met that there is a commitment to improvement. For example, a key person system has been developed where staff are responsible for particular children and they liaise with the parent about their development. Procedures have been put in place to share regular information with other provisions that children attend to provide continuity of care and learning. Staff have evaluated the provision and developed plans for the future which include developing the outdoor area for children to access. A covered outdoor area has been built onto the main playroom which allows children to be outdoors in all weather. Staff have kept up-to-date with their own development through attending courses. For example, the managers are currently attending High Scope training, this results in them gradually introducing new methods for children's learning and development.

Satisfactory relationships have been developed with parents. They are kept up-to-date with their child's time at the provision through discussion with staff, as they drop off and collect their child. They have access to their child's development book at any time which helps them to understand how they are developing. Staff consult parents through a questionnaire about their views of the provision. The collected

information is analysed and used to assess the service and to address any issues that might be raised. Parents stated that they are happy with the standard of care and learning that their children receive and feel confident that they could raise any concerns with staff.

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

Settling-in procedures help staff to find out about children's individual needs. Parents of playgroup children fill in a sheet about their child and out of school parents write a summary about their child in their development record. All staff carry out regular observations of children's activities and record them in their development book, linking them into the Early Years Foundation Stage. The next step is noted for the child's development. The out of school club uses this information effectively to plan activities for the following week but this information is not used sufficiently well to guide planning for the individual child in the playgroup.

All children are happy and settled at both provisions and take part in an adequate range of adult-led or child-initiated activities to support areas of learning. A good variety of clean and safe play equipment is well maintained. They enable children to explore, discover, use their imagination and learn social skills. Children show a sense of trust in the staff as they settle well into the routine. Their language skills develop well during activities, such as exploring a pumpkin. Staff cut the pumpkin and children show curiosity as they examine the inside. They are encouraged to use descriptive words, such as slimy. This develops into a creative activity where they make a collage with the seeds and some dried pasta. Children develop an interest in electronic equipment. Playgroup children are fascinated by the toy camera as they take pictures around the room. Out of school children are competent using the computer for games. All children use their imagination well. Young children play in the home corner pretending that they are making cups of tea. Older children dress up and pretend that they are taking part in a well known television talent programme. Children's awareness of diversity and the wider world is promoted appropriately through discussion and celebrating various festivals.

Children's welfare is promoted. They demonstrate a satisfactory understanding of the importance of good hygiene and a healthy lifestyle through consistent daily routines, such as washing their hands before they eat. Activities promote their understanding of healthy eating as they taste various fruits and during this session tasted the pumpkin. Snack time in the playgroup consists of a drink and a biscuit or piece of fruit. Staff consult children in the out of school about what they would like for their tea. Their independence develops when they finish as they wash and dry their dishes. Children have opportunities to develop an awareness of the benefits of being physically active. They learn to manage control of their bodies when they visit the park and access the equipment there or use the field at the premises. Good behaviour is promoted well. All staff have a calm, consistent manner towards behaviour management. Children receive praise when they have done well and staff take time to explain to children the consequences of their actions if behaviour is unacceptable. Timely reminders are given to children to help

them learn how to keep themselves safe. For example, not to stand on the chair in case they fall. Records are in place for recording any accidents that children might have at the setting and parents are informed of the medication policy, which states medications are not administered. All legally required documentation is in place and appropriately implemented. This positively contributes to children's overall well-being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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