

Hadley Under & Over 5's

Inspection report for early years provision

Unique reference number	208202
Inspection date	22/02/2011
Inspector	Justine Ellaway

Setting address	Old School Buildings, Hadley Park Road, Leegomery, Telford, Shropshire, TF1 6PW
Telephone number	01952 411248
Email	
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

Hadley Under & Over 5's opened in 1968 and operates from three separate buildings in Hadley, Telford. The setting is a Limited Company (non-profit making) which has charitable status. It operates a nursery and a pre-school. The nursery is open each weekday from 8am to 5.30pm all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 109 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nineteen members of staff, eighteen of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are given good levels of individual support to feel comfortable and secure in this calm and friendly environment. Sound consideration is given to the provision of activities and resources indoors to support children's learning and development, although this is not as well developed in the outdoor area. Systems to promote children's welfare effectively are suitably established and implemented. The management team evaluate practice effectively and identify relevant and realistic areas for improvement and this system is strong in the majority of aspects. Effective partnerships are developed with both parents and carers and other settings or external agencies to promote consistency of care for children who attend.

What steps need to be taken to improve provision further?

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

- increase further the opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of children's development
- use self-evaluation and quality improvement processes as the basis of ongoing internal review

The effectiveness of leadership and management of the early years provision

The dedicated and committed management team work well together. There is good communication and tasks are effectively organised and responsibilities clearly delegated throughout the day, in order to ensure children's individual needs are met. For example, the organisation of staff lunches is seamless so that there is no disruption to the children. A member of staff delegates her adult-led activity to someone else, so that she can give appropriate support to a new child who is settling in. The experienced child protection officer is clear of her role and responsibilities with regards to any child protection issues that may arise. Staff are confident of their role in progressing any concerns. Recruitment procedures are suitably established to ensure that appropriate checks are undertaken. Risks and hazards are minimised within the setting to ensure children can play safely. The information recorded in the risk assessment document is useful in detailing what action has been taken. Suitable systems are in place to ensure the regulator is notified of any changes to the management of the setting.

Systems to include the views of staff and gain parental feedback on the quality of the provision have been suitably established. Useful discussions take place at regular supervision sessions and during appraisal meetings, to gain staff's ideas and suggestions about improving practice. Staff can also speak to any of the managers between these times. The management team are open to feedback and welcome this from external agencies as a 'critical friend'. Areas for improvement are realistic and thorough, particularly in relation to ensuring the quality of staff practice and interaction continues to improve. The tool the setting is using to record their evaluation contains relevant information, although it does not fully capture their current position to ensure that the prioritising of areas for improvement is robust. The setting demonstrates a sound capacity to improve. Changes to practice are carefully considered to benefit outcomes for children. For example, the setting has changed the way it communicates with parents on a daily basis to ensure they are fully informed about what their child has been doing.

Good use is made of the indoor space to provide a stimulating environment for children to play and learn. Children move independently around their rooms and make good use of the space. A particular favourite area, in the older age group, is the house where children role-play and spend long periods of time. A good range of toys and resources are available to promote children's enjoyment. Children in the younger age group demonstrate high levels of independence as they select additional toys and resources and help to put these away. They persevere with the task, ensuring that the boxes are placed in the right place on the shelf facing the correct way. Children have daily opportunities to engage in physical play outdoors. There are a reasonable range of toys and resources available. The setting has not yet fully maximised the use of the outdoor space, to provide extended periods of time for children to play or a full range of resources.

Parents are able to access information about the setting and other useful information on the notice board as they enter the setting. They receive a termly report of their child's progress so that they can support their child's learning at

home if they wish. A regular newsletter provides useful reminders about certain policies and procedures.

Partnerships with other agencies to support children's development are well established. The setting makes good use of their links with the Local Authority Special Educational Needs Support Officer, to ensure children's individual needs are supported. Links are established with other settings that children attend to ensure consistency of support in their learning and development.

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

Staff are consistently effective in their interaction with children, across the nursery, to support their learning and development. They have a clear understanding of what their role is, whether this is to lead on an activity or engage with children during free play. A member of staff effectively joins in with 'pretend' play with the small-world toys and, as a result, the child engages for a long period of time. Appropriate challenge is provided to ensure children are supported onto their next stage of development, as staff know the children very well. A good range of activities are provided to promote the six areas of learning. Children's observations and assessment records contain useful information and are well maintained.

Children's independence is well promoted. They develop their self-care skills as they get tissues when needed. They pour their own drinks at meal times and get a refill when they want, to ensure they are hydrated. They know when they need to wash their hands and why. This promotes children's understanding of good health and hygiene. Children choose what they want to do during free play and will join a small group of children or play on their own happily. They use their imagination well and become involved in play, for example, a group of children pretend they are cleaning a car and spend time washing it thoroughly. Younger children enthusiastically join in with a music and movement activity, which supports their physical development. They attempt to do different actions such as bobbing up and down or clapping their hands.

Children's language skills are well developed due to effective support. Younger children make good attempts to repeat simple words as staff read stories. They demonstrate a sound understanding of questions or instructions, as staff are very clear. Older children chat during meal times, which make this a relaxing social time. They are able to explain or describe what they are doing, for example, a child explains how you play the game of 'Simon says'. They regularly count during play to develop their skills.

Children listen carefully to staff and follow instructions to ensure their own safety. A younger child is sensitively reminded not to climb on the furniture and immediately stops doing this. Children line up when going outside and coming back in. They move carefully around the environment and use toys and equipment safely. They behave well and show good levels of consideration for others. All children demonstrate they feel safe and comfortable with all staff. Due to the layout of the building, staff from a different age group sometimes come into the

other room and all children are happy to greet them.

Children participate in a good range of activities that support their understanding of the wider world. This is sometimes linked to current events to provide interesting and relevant opportunities. For example, older children participated in activities and discussions about a world news event. The setting makes good use of its location and will take children to see celebrations happening at the Sikh Temple next door.

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

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