

Hewett Under 5's

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Hewett Under 5's was registered in 2003 and is privately owned. The setting operates from a separate building within the grounds of Hewett High School in Norwich, Norfolk. Children have access to a secure, enclosed outdoor play area.

A maximum of 32 children in the early years age range may attend the setting at any one time. The setting currently takes children from two to five years of age. There are 50 children on roll, all of whom are within the early years age range, of which 32 are in receipt of funding for early education. The setting is open Monday to Friday from 8am to 4.45pm, term time only. The setting is registered by Ofsted on the Early Years Register.

There are ten members of staff, who work directly with the children. Of these nine hold relevant early years qualifications. The manager holds a level 5, the deputy manager holds a Early Years Professional Status, five members of staff hold a level 3 and two hold level 2. The setting receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hewett Under 5's is an inclusive setting where children from a variety of backgrounds play and work side by side. Children make good progress in their learning and development. They enjoy a wide range of play opportunities, both indoors and outside, which generally cover all aspects of learning well. Outcomes for children are good. The manager is well organised and supported by an enthusiastic staff team. The setting enjoys positive relationships with parents and carers and with other early years professionals and has a good capacity for further development.

What steps need to be taken to improve provision further?

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

- further extend children's knowledge and understanding of the world through the regular use of appropriate scientific and technical resources in the extensive outdoor garden areas
- further improve the range of resources for children under two in the baby room to more closely represent the home environment.

The effectiveness of leadership and management of the early years provision

Staff training for all aspects of safeguarding and protecting children's well-being is regularly evaluated and refreshed. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's

safety at all times. Procedures for safeguarding children are good as a result. There are good procedures for the administration of medication and recording of accidents and injuries. All records are well maintained and securely stored. Risk assessments are thorough and cover all aspects of the learning environment and outings.

The manager sets a clear direction and has high expectations. The efficient organisation of the setting contributes well to the children's welfare and the good progress they make. As a result, staff are ambitious for the setting and involved in decision-making. They are well qualified for their roles and committed to further training. Self-evaluation is accurate and is informed by the views of staff, parents, carers and children. Regular staff meetings and appraisal discussions provide good opportunities for sharing experiences and examples of good practice. Staff are well trained and efficient in identifying any barriers to children's success and use specialist support and training to overcome them. For example, the 'Every Child a Talker' project has had a good impact on children's speech and language development. Staff promote equality of opportunity and tackle issues of diversity well and all children access the full range of activities the setting provides.

There are good partnerships with parents and carers and they are enthusiastic about the care and support the setting provides for their children. They receive regular information on their children's progress and ways in which they can support their learning at home. The staff and many parents and carers make good use of the daily diaries for useful communication on children's progress and to plan future learning. The setting has a good partnership with the host school, which contributes to the development of resources and accommodation. Good links with other providers ensure there are good procedures for when children move on to the next stage of learning.

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

The setting meets the needs of children in the early years age group well. Parents and carers are fully involved in early assessments of children's skills and abilities when they start the pre-school and this contributes to the good start they make. The setting makes good use of regular observations of children's progress to help them make significant progress in all areas of learning. This is a good improvement since the last inspection. Children are independent and quickly develop good levels of self-confidence. Staff make good use of colourful resources and a well-planned and attractive environment to promote learning and to engage children in decision-making. Children's positive contribution is good as a result. The children who are two and under make a good start in the baby room, because of the knowledge and experience of staff and good communication with parents and carers. However, some of the resources are not as closely matched to the home environment, and therefore as stimulating, as they could be.

The setting encourages children to have a sense of adventure and children move freely between activities indoors and out. For example, they enjoy working with

suitable knives when preparing the soups and using tools in the woodwork. These resources give children a good education in staying safe. Older children make good progress overall in their use of modern technology, such as listening stations and calculators. Children feel safe and well cared for. They have a good understanding of safe and unsafe situations and respond well to clear rules and guidance. Children's skills for their future learning are good overall. They are inquisitive and enjoy exploring the natural world. The very attractive outdoor garden area provides plentiful opportunities for children to dig, plant and harvest simple crops in the garden areas. However, occasionally opportunities to extend children's knowledge and understanding of the world further through the consistent use of appropriate scientific resources, such as magnifying glasses, collecting and classifying equipment outside are missed. Children's literacy and numeracy skills are promoted well through stories, puzzles and games. There are opportunities for early writing and counting skills, which they select themselves. They take a pride in reading and writing their own names. For example, children make very good use of the large patio area for mark making with paints and chalks, creating colourful pictures and letter shapes.

Adults participate well in children's role play to increase their understanding and extend their vocabulary. The setting tackles diversity and promotes equality of opportunity well. Children from a wide range of European and Asian heritages celebrate a number of religious and cultural festivals and there is a good range of toys and other resources that promote positive images of the diversity of their world. For example, the children have a good understanding of the meaning of flags of different nationalities and the countries they relate to because of the colourful displays and associated work. The development of children's healthy lifestyles is good. The self-service snack time ensures children are fully involved in deciding upon their own snacks and develop good habits and social skills. They are developing good personal hygiene practices as they wash their hands before eating and after their play. Drinking water is also constantly available. They make good use of a range of opportunities to run, ride, jump and climb. There are well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of provision the needs of individual children are met well.

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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