

Hop Skip and Jump South West

Inspection report for early years provision

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EY240258

Inspection date

12/08/2011

Inspector

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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

Hop, Skip and Jump South West, Grimsby Farm was established in 2003. It is part of a larger voluntary organisation, which provides care for children who have learning difficulties or disabilities and their families. The purpose built Grimsby Farm establishment is set in a semi-rural location. It comprises a large hall, craft room, quiet room, dark sensory room, white sensory room, soft play room and quiet room. The centre is open from 10am to 5:30pm from Monday to Friday and from 10am to 4pm on Saturday all year round. Children have access to a secure outside play area, which includes an adventure area, enclosed games court and a sensory garden. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The setting is registered to offer care to a maximum of 40 children under eight years, children may attend for a variety of sessions with their families. The setting also offers sessions to specific groups. The setting employs 14 members of staff, who work directly with children. Of these; five have appropriate play work or early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a varied range of stimulating and exciting activities in a supportive and welcoming environment and their care and development is promoted well. A key strength of the setting is the close working relationships staff have with parents and the communication with other agencies to ensure children are well supported and their individual needs are effectively met. An overall self-evaluation of practice, that would identify areas for further development, is not firmly in place. Regulations for safeguarding children are not fully met and staff knowledge of safeguarding children's issues to ensure children's safety and welfare is not in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement an effective safeguarding children policy and procedure to include the procedure to be followed if any allegations are made of serious harm or abuse by any person working or looking after children on the premises (Safeguarding and welfare) 19/08/2011

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

- improve the use of self-evaluation, to identify the strengths and priorities for development that promote outcomes for children
- develop staff knowledge and understanding of the safeguarding children policy

The effectiveness of leadership and management of the early years provision

Children are mostly safeguarded because staff have sufficient awareness of child protection issues. The core staff team attend continuing up-to-date training in child protection and develop a secure knowledge of the different forms of abuse. However, the group have not updated the child protection policy in line with the Early Years Foundation Stage and lack knowledge of what to do if any allegations are made of serious harm or abuse by any person working or looking after children on the premises. This is a breach of a legal requirement. In general, staff are confident in ensuring children are their first priority. However, not all staff have a sufficient enough understanding to be able to implement the safeguarding children policy and procedure fully. The setting has suitable procedures in place to promote children's welfare. For example, vetting procedures are in place for all staff, volunteers and committee members and staff are well qualified. Children's unknown allergies are carefully considered by the staff and any foods brought into the setting are cleared away in case of allergic reaction in other children. All records pertaining to the administration of medication and parental consents are well organised for effective management of the setting and promoting the welfare of children. The setting is committed to evaluating their practice and demonstrates successful improvements, which have had a beneficial impact for all children. For example, the sensory rooms have been developed to include interactive resources and the group have re-designed some play areas to ensure that children are suitably stimulated and can focus on their play. The group are continuing to informally self-evaluate to assist them in monitoring the provision and identifying areas of practice for improvement. Staff discuss children's achievements and individual needs on a daily basis to ensure that their interests are known by all staff and they are well supported. However, the use of self-evaluation is not fully effective in identifying areas for development, that will promote positive outcomes for all children. Children enjoy playing freely in the welcoming and attractive environment, which staff use well to meet children's individual needs. A stimulating and exciting outdoor play area supports children's physical development and exploration and allows them to build on their confidence. Children benefit from play in a vibrant and well-resourced setting, which is used effectively by staff to provide imaginative experiences to meet their needs.

Children's sense of security is fostered as the staff have a positive relationship with parents to ensure that each child's individual needs are met. The group regularly asks parents for their views through the use of a questionnaire and comment's board, which are used to influence decisions about the setting. An informative newsletter and continual up-dates posted on Twitter and Facebook, provide parents with new information and helps keep them up-to-date of any changes. Parents report that children enjoy attending the group and they benefit from the

sensitive one-to-one support provided by staff. Discussions with staff at the start of each session ensure that children's needs are well known by those working with them. Parents also benefit from other professionals who visit the setting and provide them with information and the opportunity to influence the kind of support their children receive. The setting is effective in working in partnership with others and has well established and effective working relationships with health and education professionals. Staff value children's home background and cultures and meet their individual requirements through their daily practice and experiences that are presented to them. A good range of up-to-date toys and resources promote children's understanding of diversity.

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

Children's learning and development is supported well within the spirit of the setting by staff, who interact closely with them and encourage their play. Children have a developing ability to make appropriate decisions and join in activities. For example, children happily take part in the adult-led music activity. They confidently join in with the actions of the songs and happily beat the rhythm on the drums. Staff encourage children's interest by using a story sack to help promote meaning to the activity and enjoyment for children. Children benefit from their time in the setting as staff provide a wide range of adult led and child initiated activities. Children enjoy exploring with their senses. They show amazement as they watch the lights in the sensory room, exploring the bubbles and delightfully pressing buttons to change the colours of the lights. Staff are attentive and encourage children to try new experiences and to practise and build on their skills. For example, children enjoy taking items out of pots and listening to the noise they make. Children are creative in developing their imaginative play and benefit from the one-to-one support from staff as they design and paint a lolly-pop for their play.

Warm greetings from staff members, when children arrive, ensure they feel welcome and children are developing a sense of security and confidence within in the setting. Children are well supervised as they play freely in the well-resourced environment, with toys and activities which are suitable for their individual abilities and stage of development. Staff complete daily checks of all areas used by the children and the risk assessment is regularly reviewed to ensure any new hazards are addressed. Children are confident to respond to the expectations of staff. Staff know the children well and use sensitive methods to manage their behaviour. For example, children are skilfully distracted and taken away from any potential upsets. Staff support children in learning how to prevent the spread of infections through regular hand washing routines. Parents provide the children with packed lunches and mealtimes are sociable occasions when parents, staff and children sit comfortably together and share their day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Safeguarding and welfare) 19/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for Safeguarding Children) 19/08/2011