

HCEP Candles

Inspection report for early years provision

Unique reference number	EY344461
Inspection date	21/02/2012
Inspector	Karen Tervit

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Type of setting	Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

HCEP Candles is run by Heighington Church of England Primary School and was registered in 2006. It operates from various rooms within the school. It is situated in the village of Heighington near Darlington. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 7.30am until 8.50am and from 3.15pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 40 children may attend the setting at any one time. There are currently 20 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs four members of childcare staff, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm and friendly environment for all children and their families. Children access a very good range of exciting and interesting activities which cover all of the areas of learning. Safeguarding and partnership working are a clear strength of the setting and are given high priority. Systems for self-evaluation are developing. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development
- help children to learn how to keep themselves safe, for example, by practising the fire evacuation with them on a more regular basis.

The effectiveness of leadership and management of the early years provision

The safeguarding of children has a very high priority and excellent staff supervision ensures that they are continually kept safe. Comprehensive policies, procedures and strategies are in place to safeguard children and to protect their welfare. There are clear management systems in place in relation to child protection,

including a designated person to deal with any issues. All staff know and fully understand safeguarding issues and how to implement procedures effectively. They have completed safeguarding training to extend their knowledge and understanding in this area in order to fully protect children. Training is regularly reviewed to ensure that staff have the most relevant and up-to-date information. Thorough risk assessments reduce the likelihood of accidents. Very clear and extremely detailed arrangements are in place to ensure the safe arrival and collection of children. Robust procedures are in place for the vetting and recruitment of staff to ensure that all adults working or having contact with children are suitable to do so. All staff have an appropriate first aid certificate, and a well-stocked first aid box is readily available. This ensures that the setting can respond appropriately to minor accidents.

The recommendations raised at the last inspection have been positively addressed. For example, policies and procedures are clearly personalised to the setting and written parental permission is in place for the seeking of emergency medical aid or treatment. Staff work very well as a team, they are enthusiastic, dedicated and committed, utilising each other's strengths. They reflect on their practice on a weekly basis; however, strengths and areas for improvement to promote better outcomes for children are not always clearly identified. Children have easy access to a wide range of developmentally appropriate toys and equipment, so they are able to initiate play of their own accord and make choices. These include resources to help children learn about difference and diversity. They have mostly free access to the outdoor play area, so they have lots of room in which to move around freely and spread out their activities.

Staff have exceptionally good links with the school and very good links with other professionals. This enables them to fully complement the care and education that the children receive. For example, diaries and planning are effectively shared so staff know what children have been doing during their school day. No children in the Early Years Foundation Stage with special educational needs and/or disabilities currently attend the setting. However, staff demonstrate a very positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included at the setting. Partnerships with parents are good and comments from them on the day of inspection are very positive. Daily discussion with staff and the clear display of weekly planning keep parents well informed of their children's experiences and of forthcoming events.

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and therefore children's progress is well supported. Flexible planning for activities is in place, which ensures that they are covering all areas of learning, and good procedures to make observations of the children have been established. These clearly identify next steps in children's learning. Children are happy and settled and quickly become involved in age-appropriate activities which are either adult led or child initiated. The children enjoy attending the club. They describe it as 'fun' and say that sewing, meeting

their friends and playing outdoors are the best things about going there. Relationships between the staff and children are good.

Children are developing their good imagination skills as they dress up in the different role play outfits and play their 'guitars'. They concentrate well as they construct with the large wooden train track. Children receive very good opportunities to be creative as they paint, colour in pictures and make their own pop-up cards. They thoroughly enjoy finger knitting and crochet as well as simple sewing. Children are proud of their creations and delight in showing adults and taking them home to display. Children celebrate different festivals, such as Pancake Day and Chinese New Year. For example, they make dragon cards and book marks as well as sampling different foods. This helps to promote children's awareness of the wider world. They learn about the importance of helping others as they support charity events and of looking after the planet by using the various recycling bins. Staff interact extremely well with the children. They get involved in their play and take an interest in what they are doing.

Children receive good opportunities to experience fresh air and be physical. They develop their skills as they play with the bats and balls and balance on the walking equipment. Children help prepare and serve a healthy snack of ham sandwiches and fruit. They eagerly select toppings for their pancakes and excitedly count the number of times a member of staff can flip a pancake. There is a clear policy for dealing with sick children and consistent routines are in place, like hand washing before eating, which helps to minimise the risk of cross-infection. Children are learning to keep themselves safe as they handle scissors carefully and know not to run down the steps. Staff are confident that they can deal with an emergency quickly and effectively. However, it is some time since children have practised the emergency evacuation procedures so as to raise their awareness of what to do. The setting benefits from a clear written behaviour management policy and staff support children in behaving well. They are very good role models, talking to each other and the children in a calm and respectful manner. All children play well together and older children support younger ones, for example, helping them to carry drinks.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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