

Ovingham & District Under 5s

Inspection report for early years provision

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Inspector James Bostock

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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).

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

Ovingham and District Under 5's is run by a management committee and was first registered in 1999. It operates from a portable building within the grounds of Ovingham First School. Children have access to a self-contained unit, school hall, secure enclosed outdoor play area and the school playground.

A maximum of 18 children aged two to under eight years may attend the setting at any one time. The setting is open from 8.45am to 2.45pm, Monday to Friday, term time only. There are currently 36 children on roll who are all within the early years age range. Of these, there are 31 children in receipt of funding for early education. The setting supports children who have special educational needs and/or disabilities.

The group serves the local and surrounding areas. The setting receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work directly with the children. Of these, the manager holds a qualification at level 7 in early years and the Early Years Professional Status, the leader holds a qualification at level 4 in early years, four staff hold a qualification at level 3 in early years and one is working towards a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a mostly extensive and stimulating range of activities based on children's interests. Children benefit from the affectionate and friendly relationships with the staff who create a happy, inclusive environment in which children can play and learn. They meet children's individual welfare and developmental needs very well. Continuous improvement is secure because the setting has a strong commitment to evaluating the provision to offer children the best possible care and learning opportunities.

What steps need to be taken to improve provision further?

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

- enhance inclusive practice by improving the presentation of resources and images which promote difference and diversity.

The effectiveness of leadership and management of the early years provision

Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. They are well qualified and there is a clear recruitment policy in place which ensures all staff working with the children are vetted for their suitability and undergo a sound induction process. All records, policies and procedures that support the setting to promote positive outcomes for children are well maintained and implemented. Regular written risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting.

The manager and committee are aware of the areas for improvement, though the rigorous self-evaluation system is in place. All recommendations made at the last inspection have been fully addressed. The manager and staff are very competent and confident in their roles to effectively meet all children's needs. The good promotion of equality and diversity is embedded throughout all staff practice so that each child's individual needs are recognised and supported. However, the setting does not maximise the presentation of resources showing positive images of difference and diversity. Staff deployment is good and both the indoor and outdoor play areas offer a stimulating and challenging learning environment for children. The good range of play resources are freely accessible to children who particularly enjoy the freedom to play inside or outside as they wish, and no matter what the weather.

Staff have built good relationships with parents and carers, some of whom comment that children's development prepares them very well for the transition to school. Staff regularly exchange detailed information with parents and carers to keep them informed about children's care and progress. Parents are actively involved in supporting their children's learning through participating in activities. Partnerships with local schools and other early years professionals are good and information is shared effectively to ensure a smooth transfer to full-time education. Children with special educational needs and/or disabilities are fully included, make friends and play an active part in the setting. They make good progress in their learning and development.

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

Children are confident learners who display a strong sense of belonging and security within the setting. They experience a good balance of adult-led and child-initiated activities which promote active learning. As a result, they make good progress towards the early learning goals in all areas of learning. Children benefit from relaxed and sociable snack times where they choose where to sit in small groups, hold conversations and create a friendly, inclusive atmosphere. Children's behaviour is very good as they cooperate in their play. For example, a group of boys negotiate and problem solve well together as they build a pipe to roll balls down. They respond well to established routines and enjoy taking responsibility for

their environment as they help tidy up, make nests for insects and plant seeds. Children's language skills are enhanced as staff engage all children in a wide range of conversations and ask questions that make them think. Children use books purposefully for pleasure, visit the local library and take books home every week to increase their fondness for books.

Children show a good understanding about how to lead a healthy lifestyle. They understand the importance of following good personal hygiene routines. For example, they learn about washing their hands and know about 'germs'. They have constant access to fresh drinking water, enabling them to remain hydrated throughout the day. Children enjoy a variety of fresh fruit and vegetables at snack times, enabling them to develop healthy eating habits and make healthy choices. They engage in a wide range of physical activities and experience fresh air throughout the day as they explore the natural surroundings. Staff skilfully help children discuss what they see and recall events. For instance, children talk about seeing mole hills outside and at home, when they read a story about helping seeds grow. They thoroughly enjoy taking part in music and movement sessions. Children learn about aspects of their own safety because staff encourage children to recognise hazards in the environment and discuss how to use equipment safely. Visits from fire safety officers and the ambulance service help children know about staying safe in the event of a fire and being healthy. Visits to the local library and regular events, such as local fairs, help them develop their sense of community very well.

Children have good access to information and communication technology, are developing their number skills well and show good communication skills. As a result they gain valuable skills for the future. This is evident in the broad range of exciting activities and ethos of child centred learning. In addition, the setting has effective systems for monitoring children's progress and planning to ensure the individual learning and developmental needs of each child are very well met.

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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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