

Hewett Under 5's

Care Block, Hewett School, Cecil Road, Norwich, Norfolk, NR1 2PL

Inspection date

17/10/2012

Previous inspection date

27/05/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- A high number of qualified staff are employed by the proprietor, and staff are nurtured and supported. As a result staff turnover is low and children benefit from continuity.
- Staff are able to adapt and differentiate activities to suit different abilities, ensuring that all children can take part and enjoy the activity.
- Children are happy well settled and have formed appropriate bonds with staff, especially in the baby room.
- Older children in the pre-school room already have the necessary skills in order to move confidently onto school, ensuring they are ready for formal learning.

It is not yet good because

- Planning for pre-school children does not take account of individual children's interests and next steps for learning.
- Parents do not have access to their child's assessment records until children leave the setting.
- The baby room environment is not sufficiently stimulating or child-centred to support children's all-round development well.
- The preparation of meals in the baby room does not meet the needs of the babies who are waiting for their food.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in both rooms and gardens in the nursery.
- The inspector spoke with the proprietor, staff, students and volunteers during the inspection and carried out observations.
- The inspector looked at children's learning journeys, children's records, a selection of policies and required documentation.
- The inspector spoke to parents during the inspection.

Inspector

Andrea Snowden

Full Report

Information about the setting

Hewett Under 5's was re-registered in 2003 and is privately owned. The setting operates from a separate building within the grounds of Hewett High School in Norwich. Children have their own playrooms according to age and also have access to separate enclosed gardens.

A maximum of 32 children may attend the setting at any one time. The setting is open Monday to Friday between 8am and 4.45pm during school term-time and is registered on the Early Years Register by Ofsted. There are currently 61 children on roll, of whom 16

receive funding for early education. There are children on roll who speak English as an additional language.

The proprietor works each day in the setting and employs a further nine members of staff to work with the children. The manager holds a level 5 qualification and the deputy holds Early Years Professional Status. Of the remaining staff, six hold level 3 qualifications and two members of staff are not qualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- revise the planning system in the pre-school room to include each child's individual next steps for learning in the plan, thus ensuring each child receives challenging and fun experiences tailored to their individual needs.

To further improve the quality of the early years provision the provider should:

- provide parents with regular opportunities to view and contribute to children's assessment records so they are fully updated about their children's progress towards the early learning goals
- improve the environment in the baby room to provide a stimulating, well-resourced and welcoming environment to support children's all round development by: displaying photos of family and other special people, place mirrors where they can see their own reflection, keep toys where babies can locate them easily and create mobiles and colourful displays
- consider changing the processes for preparing lunches so that the environment remains stable for babies and supports them emotionally.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of children in their key groups and a sound understanding of the Early Years Foundation Stage. They make good observations of children at play and record what they have learnt and how they have approached their learning. Next steps are planned, and in the baby room these are used effectively to plan activities to meet individual children's interests and needs. However, in the pre-school room planning is too generic and does not take into account children's individual interests, stages or styles of

learning and as a result some children are not sufficiently challenged.

Children's assessment files are kept on a laptop computer and printed off for parents to read when the child leaves the setting. Parents do not have access to the assessment records during their time in the setting. This results in parents not being well-informed about children's progress towards the early learning goals, nor being able to contribute to the documents with their observations and information from home. However, parents do speak very highly of the home communication diary which is provided every day. It gives parents an overview of the child's day in the setting and notes any 'wow' moments and achievements. Not all parents engage in responding to comments in the book, but those who do are able to tell staff how children have been over the weekend or what they have done.

Staff generally work well with children and support them in their learning. They ask some effective questions to help children learn and provide ideas to extend activities. Children in the baby room are supported in their development as staff sit on the floor with them and help them to build with bricks, use tray puzzles or explore sensory materials, such as cereals in the bath tub. Children with English as an additional language are supported appropriately and the setting use outside agencies, such as language schools, to provide support to staff and parents. The staff routinely use sign language to help all children communicate and through working closely with parents children are able to practise their English at home, for example, when singing nursery rhymes learnt at nursery. Children with special educational needs and/or disabilities are supported. Staff are vigilant to their needs and work closely with parents and other agencies to promote development.

Children take part in a broad range of activities which contribute to their learning. Babies communicate with baby babble and eye contact, using smiles to convey their happiness at an activity. All children enjoy books and while babies look and point at the pictures older children are able to re-tell the story and explain what might happen next. As part of their 'Every Child's a Talker' group time, children's speaking and listening skills are very good. Babies use puzzles and blocks to develop an early understanding of shape and space and older children are able to count fluently, for example, as they stack bricks to make a tower. Children in the nursery have some links with the community, for example, they have taken part in the Norwich in Bloom competitions for growing daffodils and enjoy visits from students from local schools who play music with them. Children's awareness of the wider world is shared in the setting on occasions, such as 'National Breakfast Week' when children bring in a typical breakfast from their home country. Children try a range of foods including haloumi and re-fried beans. Children show a great interest in a dead bee which they have found. They place it on a plate and get the magnifying glasses out to examine it more closely, looking at the patterns on its wings. Children talk about how the leaves are 'turning into red' noticing what is going on around them in nature. Children's imagination is fostered, for example, by re-telling fairy stories in role play and their creative arts are well promoted when a member of staff offers children pots of paint in powder form, and shows them how to use spoons to scatter the powder on the wet patio. Children are really engaged by this activity, noticing what happens when the powder gets wet, mixing and naming colours, turn-taking and making their own designs and patterns.

The contribution of the early years provision to the well-being of children

Children's personal and social development is fostered in the setting through the effective use of the key worker system in building relationships to help children feel secure. As a result, as they grow they are able to form bonds and friendships with other children which contributes to their ability to learn. For example, older children are observed working well together with paint pots, sharing and taking turns with the different colours. Younger children are encouraged to share and to think about their feelings, for example, staff ask 'are you happy or sad about that?'. The successful promotion of children's personal and social development means they are confident in moving from room to room in the setting and manage the move to school more easily. Their behaviour is good and staff have equipped older children with the necessary skills to stand up for themselves.

Babies have space to shuffle, crawl and toddle without fear of hurting themselves and use large chalk in grip to draw on the wooden shed. Older children have a large selection of outside play equipment which promotes their muscle development and co-ordination. Pre-school children are capable and confident in managing their self-care routines. For example, they are observed independently using tissues and disposing of them and managing their clothes and shoes. Babies look at books with a healthcare themes, for example, 'Watch me wash' or 'Watch me eat'.

The pre-school room environment is bright, stimulating and well resourced. Vibrant pictures, wall and ceiling hangings and colourful pictures promote a child-centred environment which supports learning well. The baby room by contrast is bland with minimal displays and lacks stimulation and warmth. Babies are not able to select resources for themselves, for example, from treasure baskets, and this environment does not support their all-round development. Additionally the re-heating of meals in the baby room, cause the children great distress because they understand from the smell that their lunch is ready, but have to wait at least 20 minutes before all meals are reheated and served.

The effectiveness of the leadership and management of the early years provision

There are safe recruitment and induction procedures in place to ensure staff are suitable for their role. The proprietor employs a number of staff who are well qualified and have been working in the setting for a good number of years. The staff team is settled and work together appropriately to meet children's needs. Staff are appraised annually, but the manager supports their professional development by encouraging and funding training to meet the needs of the children or to update specific knowledge in the setting.

Staff have a sound understanding of the policies and procedures in the setting which are implemented so that the safeguarding and welfare requirements are met. They are secure enough in their understanding of child protection issues so that children can be protected from abuse and all staff have received training to support them in this.

Systems for monitoring and evaluating the provision are in place. For example, children's

development is audited every three months and reports made to highlight any developmental delay. Staff's work is monitored by the manager to ensure appropriate next steps for children's learning are being planned and the manager completes a self-evaluation. The self-evaluation is used at regular team meetings to ensure all staff have the opportunity to comment and make suggestions for development. Questionnaires are used to seek parents' views and staff talk to children to find out what they would like to do in the setting.

The partnership with external agencies is secure and the manager works with these agencies to meet the needs of individual children. Through working with parents to develop individual educational plans children are able to make progress alongside their peers. Communication between other early years settings children attend has been established through the use of a two-way diary and the relationship staff and parents have supports children appropriately.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY260351
Local authority	Norfolk
Inspection number	884961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	61
Name of provider	Alma Simmonds
Date of previous inspection	27/05/2011
Telephone number	01603 463268

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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