

Opportunity Group Frome & District

Hayesdown First School, Wyville Road, FROME, Somerset, BA11 2BN

Inspection date	24/01/2014
Previous inspection date	27/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The deployment of staff and organisation of the provision means that children are given the support they need to flourish and seize their learning potential.
- Skilful planning systems make sure that children are given a broad range of learning experiences and these are tailored to their individual needs.
- Children are happy and safe and this is because the staff are attentive, supportive and consistent in their care of the children.
- Observation and assessment is precise and key people know where children are in their learning, they make excellent bonds with the children and firm relationships with the parents.

It is not yet outstanding because

- There are sometimes potential hazards when children are at free play; for instance areas of learning are somewhat busy and children are not fully aware of the rules to keep themselves safe, like walking in the indoor environment.
- Registration details for all of the children are not recorded accurately; some details are missing and need updating.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children at play both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector sampled paperwork including planning, children's files, policies and the evaluation framework.
- The inspector spoke to the manager and staff at appropriate times during the inspection.
- The inspector spoke to parents to ascertain their views.

Inspector

Shirelle Norris

Full report

Information about the setting

Frome and District Opportunity Group was established in 1975 and moved to its current location in 2009. The group is situated in a purpose-built building as part of the Bridge Children's Centre in the grounds of Hayesdown school in Frome, Somerset. The children use a large playroom and a small sensory room with associated facilities. There is a secure area at the front of the building for outdoor play. It provides sessional care for children and their families from Frome and the local area.

The opportunity group is open daily term time only from 9am until 3.15pm and offers a variety of sessions. The group is registered on the Early Years Register and the compulsory part of the Childcare Register. At present there are 45 children on role. Children with additional needs and English as an additional language are supported at the setting.

There are five members of staff, and two volunteers who worked directly with the children. The person in charge has Early Years Professional status. There are six members of staff with the level 3 qualification. There is regular support at the setting from a range of professionals, such as speech therapists, health visitors and physiotherapists.

What the setting needs to do to improve further

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

- develop boundaries that help children learn to be aware of potential hazards when they are playing; for example, walking inside and making sure the area is not too busy.

- ensure that information from parents is accurate and detailed so as to offer the best opportunities to connect with families.

Inspection judgements

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

The teaching of the Early Years Foundation Stage is thorough and delivered with a good understanding. Children make good progress in their learning and development because staff know the children well. They take into account their individual needs in order to plan effectively and ensure that they remain interested and engaged. Stimulating and exciting plans are devised that incorporate the areas of learning and offer children the opportunity to extend their learning and development.

There are well thought out routines that ensure children's differing abilities are valued and staff offer the right amount of intervention to pursue individual progress. Small group activities teach children focussed learning. The staff use strategic learning plans that are tailored for individual progression in all the areas of learning. The standard of teaching is good and this means that the learning for each child is thoughtful and purposeful. Staff offer consistent support when children play, because they are committed to providing the best chances for children to thrive.

Exciting topics are reflected in all areas of play and this captivates the children as staff work hard to increase their chances of learning. For instance, a recent jungle theme was supported by an indoor climbing area representing the jungle. Staff use technology to further extend learning by looking and printing out jungle animal pictures with the children. Staff are enthusiastic and encourage learning at every opportunity.

Children can choose whether they play indoors or outdoors in the well-resourced areas and ensure that endless possibilities are accessible for learning. The staff teach children to play nicely together, respect their peers and communicate effectively. However, there is sometimes a lack of boundaries enforced by staff. Too many resources set out in the setting mean that a 'busy' environment is sometimes created. This is potentially a risky area with regard to tripping hazards. In addition, children are not always reminded not to walk when they play inside.

Staff teach children words from different languages and this supports children with English as an additional language. This consistent support means that children are given every opportunity to reach their potential regardless of any barriers to communication. Staff are skilful in ensuring all children are included. Children with additional needs are given support that is dedicated and taught with knowledge and understanding of the specific requirements of the individual. Staff are observant and attentive and have received information from parents with regard to children's initial developmental level. This enables them to plan activities that meet the needs of the children enabling them to develop their confidence and competence.

Staff make excellent relationships with parents and carers and share information regularly. This contributes to the development of plans to progress children's learning. The plans for each child have been carefully selected with a good knowledge of how children learn best. Strategic individual observations show staff the interests of the children and knowledge of how to deliver activities that will link with their learning. This is taught with expertise.

Children are prepared for school because the teaching at the setting is concentrated and focussed on giving children the skills and foundations to learn effectively.

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

Effective sharing of information makes sure children remain safe and build extremely strong bonds with staff. The key person system is established. Parents fully appreciate the benefits of this system, which results in everyone working together to give children the

best chances and support in their learning and development.

Planned topics are exciting and the staff teach with enthusiasm. For example, the outside environment is transformed into a fire station and children use skipping ropes for hoses, and make a fire engine with chairs. When this imaginary role play happens staff support it wholeheartedly and participate in the play, they teach whilst they play and children learn with these good role models. Consequently self-esteem and self-reliance is fostered.

Staff know about how to keep children safe. They have expert knowledge and understanding of all the policies and procedures. Safeguarding is given a high priority and staff are well informed about safeguarding issues so that they are able to recognise a child who may be at risk.

Children's behaviour is generally good but a lack of reinforcement of rules sometimes means that children are not always aware of how to be safe indoors. Evacuation procedures and fire drills are planned into weekly topics. These ensure the children are aware of what is expected of them in the event of an emergency.

There is a broad range of resources both inside and outside of the setting meaning the learning opportunities are limitless. Resources are accessible, labelled and organised and children benefit from this when they help tidy away. They are encouraged to use the cleaning equipment. Outside children brush up the sand to make the area ready for the next session. This helps them to learn about ownership and respect for their environment.

Children are encouraged to take risks and challenge their abilities. For instance, a climbing frame inside gives children the opportunity to test their balance and skills. Outside the climbing steps give children the chance to jump from the highest step. This means they are able to build their confidence and boost their self-esteem in a safe environment.

Children are taught about healthy food and enjoy healthy snacks. They make choices and develop independence at the caf style snack bar. They pour their own drinks and select their favourite colour dish, plate and cup.

The committed and dedicated staff team prepare children well for their future learning needs and have strong links with the adjoining school. This offers the children a sense of continuity, as most move to this school.

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

The leadership and management at the setting is very good. Staff work together in a well organised environment. The manager, the staff and parents work together to offer the best chance for children to learn effectively. The manager's expert knowledge of the Early Years Foundation Stage ensures efficient planning, observation and assessment systems to meet the needs of every individual child. However, not all the required information is detailed on every child's registration document.

The teaching from staff is inspired by the manager who identifies the best methods of how children learn. Consequently the staff teach children with enthusiasm and with knowledgeable support. Specific programmes of learning are used to teach small groups of children that subsequently prepares them for school.

A robust and rigorous recruitment process ensures that staff are given maximum support, they are made fully aware of what is expected of them and this is consistently monitored. Their knowledge and understanding of the safeguarding procedures is excellent. The manager has devised meticulous plans to guarantee staff build on their knowledge with continuing professional development arrangements.

The evaluation process involves the staff team. This results in continuity and dedicated efforts to constantly improve the provision being evident. The manager sets out plans for the staff team to work towards. The children are at the heart of these improvement plans. The manager also makes a careful analysis of what the setting has to offer the children and how the provision is delivered, taking into account the views of the parents, to ensure a high quality is achieved. Connections with the outside agencies that support early years learning and development are established, together with links to the local children's centre.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY401463
Local authority	Somerset
Inspection number	831099
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of provider	Opportunity Group Frome & District Committee
Date of previous inspection	27/01/2010
Telephone number	01373 467473

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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, which are usually the childminder's 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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