

# Hevingham Under 5's Association

The Portacabin, Hevingham CP School, Westgate, Hevingham, NORWICH, Norfolk, NR10 5NH

<b>Inspection date</b>	25/11/2014
Previous inspection date	18/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 requires improvement

- Staff establish warm relationships with children. As a result, children are supported to feel safe and secure.
- Staff demonstrate a sound knowledge of safeguarding in order to protect children in their care.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.
- The dedicated staff team demonstrate a commitment to the improvement of the nursery.

### It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Supervision of staff is not always sufficiently focused on improving the quality of teaching in order to promote children's learning.
- The presentation of resources does not consistently challenge and extend children's play and learning.
- The organisation of daily routines, such as group times and story time, do not always support opportunities for children to engage in sustained, uninterrupted play.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

## Inspector

Jemma Hudson

## Full report

### Information about the setting

Hevingham Under 5's Association registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The association is run by a voluntary committee of parents and carers. It is situated in the rural village of Hevingham. All children share access to a secure enclosed outdoor play area. The association employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. There are 26 children on roll. The group is open each weekday, from 9am to 3pm, during school term times. Children attend for a variety of sessions and come from the local community and surrounding villages.

### What the setting needs to do to improve further

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

- ensure that observation, assessment and planning for children is focused on their interests and next steps, so that all children are effectively supported and challenged to make good progress given their age, abilities and starting points
- use supervision of staff effectively so it includes a focus on the quality of teaching in order for them to help children to make good progress.

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

- enhance the presentation of resources to challenge and extend children's learning
- monitor the organisation of daily routines, such as story time and group time, to consistently provide children with opportunities to engage in sustained, uninterrupted play.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They plan activities on a weekly basis. These are sometimes, but not always, linked to children's individual next steps of learning. The planning, therefore, is not consistently rigorous enough to ensure that children are appropriately challenged and that their individual learning needs and styles are accommodated. As a result, children do not yet make good progress towards the early learning goals in readiness for school. The key-person system supports effective links with

parents and carers. Staff obtain information about children's interests when they start and provide resources to aid the settling-in process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Children enjoy leading their own play and have some opportunities to take part in activities, which are guided by adults. For example, children in the garden maintain focus for sustained periods of time when they explore the ice that has formed in the water tray. They talk confidently, explaining what has happened to the water, so developing their vocabulary and language skills. Staff extend children's mathematical learning as they encourage children to count the dinosaurs that are stuck in the ice. Staff arrange toys and equipment so that children can make independent choices, enabling them to follow their interests. However, at times, the presentation of resources does not fully support children to direct their own play or extend their learning. This results in children not being sufficiently challenged and consequently not becoming fully involved in activities.

Staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. Staff join in with children's play, talking to them clearly and taking opportunities to extend their vocabulary. Staff talk regularly with children in effective ways. They listen to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff encourage children's development in early literacy, as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Older children are encouraged to share their ideas, thereby, developing their language and communication skills. Consequently, they develop some skills to support their move to school.

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

Children share warm relationships with the approachable and friendly staff. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. However, at times the focus on routines has a negative impact on children's learning experiences. For example, children's play is interrupted by carpet time activities and registration. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, these children achieve some independence in hygiene and managing their personal care.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good as staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, by tidying away equipment before moving outdoors. The nursery environment is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment, where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance through annual appraisals and supervision. However, these processes are not sufficiently developed to review and monitor the quality of teaching practice. For example, they do not yet support all staff to ensure that planning, observations and assessments are effectively implemented and identify where further development or training is required. The manager and her team have an adequate understanding of the strengths and weaknesses of the provision and demonstrate a commitment to the continual improvement of the nursery. However, some requirements, which are not met, remain.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. Relationships with other professionals and external agencies are established, so that children's needs are supported. Staff promote sound links with local schools and other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	254110
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866834
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Hevingham Under 5's Association Committee
<b>Date of previous inspection</b>	18/06/2010
<b>Telephone number</b>	01603 754988

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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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