

# Folksworth Under Fives

Inspection report for early years provision

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<b>Unique Reference Number</b>	221869
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Anna Davies
<b>Setting Address</b>	The Village Hall, Elm Road, Folksworth, Peterborough, PE7 3SU
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<b>Registered person</b>	The Trustees of Folksworth Under Fives
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Folksworth Under Fives opened in 1979. It operates from The Village Hall in Folksworth, a small village located approximately eight miles from Peterborough. The group also has use of toilets, kitchen and storage facilities. They use the adjoining secure enclosed car park for outdoor play and the nearby play park on occasions.

A maximum of 24 children may attend the group at any one time. The group is open three days a week (not Tuesdays or Thursdays) from 09.00 to 11.30 during term times. A lunch club operates on these days from 11.30 to 12.30. On a Wednesday, the group is also open from 12.30 to 15.00. There are currently 25 children aged from two to five years on roll. Of these, 12 children receive funding for nursery education. Children attend for a variety of sessions. The group serves Folksworth and other villages within a ten mile radius. The group does not currently support children who speak English as an additional language or children with learning difficulties and/or disabilities.

The group employs three staff who work directly with the children. Of these, two hold appropriate Level 3 qualifications and one is shortly going to be working towards a Level 2 qualification. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children follow appropriate hygiene routines which contributes to their good health. For example, they wash and dry their hands before eating and after using the toilet, using liquid soap and paper towels. This is effective in reducing the risk of cross-infection. They learn about the importance of such routines through discussions with staff, for example, about germs and the effect it will have on their health. Staff ensure that they provide a good role model with regard to hygiene practices. For example, tables are cleaned before children sit to eat and nappy changing procedures are effective in preventing the risk of cross-contamination.

Appropriate documentation is in place to support children if they become ill or have an accident. For example, accident and medication records are appropriately maintained, a clear sickness policy is shared with parents and permission to seek emergency treatment is obtained. Although all staff are booked on a first aid course in the near future, at the time of inspection, there were no members of staff on the premises with a current first aid training certificate. This compromises the safety and well-being of children in the event of an accident.

Children benefit from regular opportunities to enjoy fresh air when they play outside in the enclosed tarmac area and occasionally the nearby play park. They use a satisfactory range of equipment to support their physical development such as balance beams, bikes, climbing frames and balls. This equipment is also brought inside so that children have opportunities to develop their physical skills all year round. Further use is made of the outdoor area during finer weather where children are encouraged to take further resources outside such as painting and chalking. Children negotiate space well as they steer their coupe cars and dolls prams, carefully avoiding obstacles in their way. Physical sessions enable children to experiment with different ways of moving their bodies, for example, as they stretch to touch their toes, swing from side to side and balance bean bags on their head. Children develop their fine physical skills through activities such as creating play dough shapes with cutters, mark-making with their fingers or pencils and joining construction bricks together as they create structures. Consideration is given to the physical needs of the youngest children at the setting. For example, provision is made for them to rest or sleep as necessary.

Children are provided with healthy and nutritious snacks which promotes their growth and development. For example, they are offered a variety of fruit and vegetables as well as toast and a variety of toppings. Children help to prepare the fruit and vegetables and staff use these opportunities to enable children to learn about healthy eating, where food comes from and how it grows. All children have further opportunities to butter and top their own slices of toast and pour their own drinks which promotes their independence skills. Snack and lunchtimes are social occasions; staff sit with the children and engage in meaningful discussions with them which ensures that it is a relaxed and enjoyable time. Drinks of water are available to children throughout the sessions so that they remain well hydrated. Parents provide children with a packed lunch if required. They receive guidance about the contents of these in line with the setting's healthy eating policy and contents are stored appropriately. These practices further promote the good health of the children.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play in a safe, generally clean, adequately heated and welcoming environment. The setting is currently developing further ideas with regards to displaying more of the children's own work. Play equipment and furnishings are appropriately child-sized and space is organised effectively so that children can play, eat and relax comfortably and safely. Resources are safe and suitable for the age of children attending. These are checked regularly for damage to ensure that they continue to be safe for children to use. Activities and toys are generally selected and placed on table tops or floor mats by staff before children arrive so that they are able to make choices in safety. There are some opportunities for children to independently access further resources to enhance their play such as, from a low-level storage unit and art and craft resources trolley.

The staff ensure the security of the children as the external door to the setting is kept locked during sessions and parents or visitors are required to ring a doorbell should they wish to have access to the setting other than at the very beginning or end of the sessions. The outdoor area is secure which ensures that children are unable to leave unsupervised and prevents unwanted visitors accessing areas where children are playing. Furthermore, children are well supervised by staff. For example, when they wish to use the toilet, staff accompany them and advise other staff that they are leaving the main room and which children they are with. Generally appropriate documentation, for example, safe collection procedures, are in place so that parents are informed about how the setting will ensure children's safety. However, the policy for missing children has insufficient detail to ensure that correct procedures would be followed in this event. Children are learning to keep themselves safe as they participate in regular fire drills and staff use spontaneous opportunities to promote children's understanding of safety, for example, as children play imaginatively with the workbench and tools, explaining that the play safety goggles are worn to protect their eyes.

Children's welfare is safeguarded as they are cared for by staff that are suitably vetted. Staff have a sound understanding of their responsibility towards protecting children and procedures to follow if they are concerned about a child in their care. The setting shares a written child protection policy with parents which ensures that they are generally aware of the setting's responsibilities towards child protection. However, the procedures to be followed in the event of an allegation against a member of staff are not completely clear or accurate.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children readily settle at the setting and staff offer children appropriate reassurance as they leave their parents or carers. As a result, children quickly involve themselves in the good range of activities, most of which have been set out prior to their arrival. All children play and work together in mixed age and ability groups, freely accessing the toys, activities and equipment available. Children play well together, for example, as they paint on the same piece of paper and take it in turns to drive their toy cars up and down the ramp. Staff offer younger children particularly, good levels of support so that they make the most of the learning opportunities available. As a result, they display high levels of confidence, perseverance and independence skills. For example, they capably follow instructions, persevere to complete jigsaw puzzles independently and are interested in how things work, for example, finding and using the 'on/off' button of the compact disc player. All staff have completed training in the 'Birth to three matters' framework. Planning incorporates the framework effectively so that younger children's

needs are met through the activities provided. Regular observations of the children and the staffs knowledge of their next steps of learning are used to ensure that younger children's learning is effectively promoted. Staff provide firm support to the younger children, making good use of opportunities to extend and develop their learning. For example, children are given time to consider and discuss their ideas, problem solve and experiment.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have gained a sound understanding of the Foundation Stage through training and use their knowledge of how children learn as they plan a range of activities for the children, focussing on the provision of 'first-hand' and 'hands-on' experiences. Staff make observations of the children during their play and activities and these are linked to the stepping stones to demonstrate the progress children are making towards the early learning goals. A new system to identify children's next steps of learning is currently being implemented. Staff discuss and have regard for children's next steps of learning when considering the planning of future activities. However, this information is not recorded on the otherwise well-detailed planning documents which leads to missed opportunities to support, extend and challenge the older, more able children. Staff spend most of their time supporting children. However, this support is not always effective for the older or more able children in order that they are always motivated, extended or challenged in their learning. The indoor environment is organised well to ensure that children receive a balance of different activities covering all of the areas of learning and satisfactory use is made of the outdoor environment to further enhance children's learning.

Children are learning to be independent as they help prepare snacks and make choices about what they wish to play with. Their confidence is developing as they are prepared to persevere at activities such as balancing on the beam without adult assistance. Some children are motivated to try new activities such as decorating chocolate apples for Halloween. Children work well together, patiently awaiting their turn as they each contribute cups of flour to the play dough mixture. They are beginning to understand the needs of others through role play situations such as a baby clinic where they learn about how babies needs differ to their own. Children enjoy a sense of community as they take part in local visits to the library and church and begin to understand the different roles people play in society, for example, when fire fighters visit the setting.

Resources for mark-making are available to children each day which gives them opportunities to develop their early writing skills. Some children make further use of spontaneous opportunities such as drawing in flour with their fingers and mark-making in the home corner at the 'doctors' or 'dentists'. Children are beginning to recognise their first names as they choose their name card for snack time. This gives children an understanding that writing has meaning. Children use language confidently to talk to others, for example as they chat to their friends on the toy telephones. They are beginning to extend their vocabulary by discussing the meaning of difficult words such as 'archaeologist'. Focus is given during key activities to encouraging children to hear and link different sounds and letters, for example, 'v' for vegetable during a printing activity. Children enjoy the inviting book area where they share stories with each other and staff as well as borrow books to take home. This enhances their enjoyment of books and reading.

Children's understanding of numbers is promoted throughout everyday activities such as singing number songs, selecting two pieces of fruit at snack time and counting the spoonfuls of oil required for a recipe. They learn to match and sort, using mathematical ideas to solve problems during memory games and card games such as 'snap'. Children are generally developing an

understanding of calculating as they compare two groups of objects, discussing which has 'more' or 'less'. Children are learning about measurement as they weigh ingredients and talk about the size and shape of their boxes whilst creating models.

Children develop their knowledge and understanding of the world through many first hand, practical, fun activities. For example, they explore gloop, cornflour and hunt for buried treasure in the sand. Children are curious about how things work and why things happen. For example, children explain how water squirters work and describe how an apple grows from the seeds inside it. Children have knowledge about their local environment. They are able to talk about road safety and the meaning of the colours of the traffic light system. They take part in local visits to the library and nearby play area which further enhances their enjoyment of their local surroundings. However, opportunities for children to develop their knowledge and skills with regard to information technology is more limited.

Children use their imagination well in art and design, music and role play. For example, they act out familiar experiences in the home corner area such as visits to the doctors and dentist and caring for young babies. Children's imagination is stimulated by larger scale projects such as constructing and painting a giant house themed to a favourite television character. Children delight as they move resources of their choosing into the house to further their play ideas. Children explore colour and space as they use squeeze bottles of paint on large rolls of paper to mix colours together. They demonstrate creativity through their art work and music. For example, children freely paint at the easel, create their own individual models and experiment with recorders, playing 'tunes' to staff and friends.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are happy, settled and are generally confident and motivated to learn. All children have equal access to the resources and activities on offer and staff offer generally effective support to the children to ensure that their individual needs are met. Children feel a sense of belonging as they find their name cards on arrival and display them on the 'Welcome tree' and have opportunities to be involved in fundraising efforts, for example, by selling chocolate apples they have made to celebrate Halloween. Appropriate records and regular opportunities for discussion with parents ensures that staff know the children well. For example, written comments by parents regarding the children's interests, are used by staff to inform the planning of future activities. Children gain a knowledge of different cultures through planned activities celebrating a variety of festivals. However, the range of resources reflecting diversity that children use on a daily basis, is more limited. This does not ensure that children receive consistent, positive messages about differences and similarities in people.

Children benefit from regular exchanges of information between the staff and their parents, for example, through individual written progress reports, daily discussions, newsletters and a 'Home to school diary'. These practices enable the setting and staff to work together consistently for the benefit of the children. New parents receive information about the day-to-day running of the setting, in a prospectus. However, the role of Ofsted regarding child protection procedures and behaviour management, is inaccurately described and does not ensure that parents have access to correct information. Staff have a good understanding of the procedures to follow in the event that a complaint is made against the setting and generally appropriate written information is shared with parents in respect of this. However, parents are not informed of the timescale in which they can expect to receive a response to a complaint.

Although the setting does not currently support children with English as an additional language or learning difficulties and/or disabilities, there are appropriate systems in place to ensure the inclusion of all children. For example, staff have attended training, the purchasing of specialist equipment or resources has been considered and contact numbers are held to ensure that the setting are able to work effectively with outside agencies to meet the needs of all children. Children behave well. In instances of inappropriate behaviour, staff respond calmly, using explanations appropriate to the age and maturity of the child. This ensures that they understand what is expected of them. Staff give most children frequent praise such as 'give yourself a clap' and 'good job' which boosts their self-esteem and encourages good behaviour. Children understand the routines of the setting and this encourages appropriate behaviour. For example, children are keen to help to tidy up because they understand that snack time follows. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers for nursery education is good. Parents receive good amounts of information about the Foundation Stage. They are kept fully informed of activities that their children participate in because current planning documents are displayed and past examples of planning, together with photographs, are accessible to them in the hallway. Parents receive information about the progress that their children are making through regular written progress reports and daily discussions with staff. Parents have many opportunities to contribute to their children's learning. For example, they are made aware of their children's next steps of learning which gives them opportunities to further their children's learning at home, written comments regarding children's specific interests are routinely invited and parents have opportunities to share their own skills with the children by visiting the setting.

## **Organisation**

The organisation is satisfactory.

Robust recruitment procedures are in place which ensures that staff working with children are suitable to do so. Staff are committed to updating their knowledge by seeking appropriate training such as Special Educational Needs and Birth to three matters. However, staff have failed to renew their first aid qualifications. Staff work well together and have a clear understanding of their roles as they each take responsibility for specific areas of practice such as child protection or behaviour management. Sessions run smoothly because staff effectively organise the environment and planning of activities so that children enjoy their time at the setting.

There is a good range of policies and procedures which are generally implemented satisfactorily to promote children's health, safety and well-being. However, some information contained in these, for example, regarding child protection, complaints, missing children and the prospectus for parents, require review as they are not completely accurate or up to date. All documentation is stored securely which ensures confidentiality, yet is readily accessible for staff and parents. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is satisfactory. Although the supervisor has been in the position for a relatively short time, she has already identified areas for improvement and continues to develop practices and systems that benefit the children attending. For example, parental questionnaires have been issued to help identify strengths and areas for improvement and action plans have been used to address recommendations from the previous inspection. Systems to monitor and evaluate the provision of nursery education by the registered committee and supervisor are generally effective. However, they do not completely ensure that older or more able children are consistently challenged.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure that all committee members are vetted. Changes in committee members are now notified to Ofsted so that appropriate checks can be made to ensure their suitability. This protects children's safety and well-being. The provider was also asked to provide children with opportunities to access and choose from resources. Children choose which resources and activities they use and play with from the good variety set out by the staff prior to their arrival. They also have some further opportunities to self-select resources of their own choosing. This enhances children's sense of independence and enjoyment.

At the last nursery education inspection the provider was asked to develop the programme for communication, language and literacy with regard to labelling, linking sounds and letters and the use of the book area. Key labelling of familiar items and areas of the room now enables children to begin to recognise familiar words. Staff use opportunities, for example during key activities, to encourage children to listen and link sounds and letters. The book area has been developed so that it is inviting to children; a sofa and bean bags encourage children to freely access a good range of books. The provider was also asked to provide opportunities for children to develop their imagination and creativity through art and design. Children now take part in a suitable range of activities such as free painting and creating individual models from recyclable materials. Lastly, the provider was asked to develop opportunities for children to develop their calculation skills. Children now benefit from staff use of spontaneous opportunities during play and activities to promote this area of mathematics. Overall, the provider has made suitable progress since the last inspection which promotes children's learning in these areas.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the range of resources that reflect diversity



- ensure that policies and procedures are up to date. This relates to the policies for child protection, complaints and missing children and the information available for parents in the prospectus
- ensure there is at least one member of staff with a current first aid training certificate on the premises at any one time.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the use of children's next steps of learning in the planning and ensure that staff support is effective in motivating, extending and challenging older, more able children's learning
- provide further opportunities and resources that enable children to develop their knowledge and skills with regards to information technology
- continue to develop the system for monitoring and evaluating the provision for nursery education to ensure that older or more able children are consistently challenged.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)