

# First Opportunities Group

Inspection report for early years provision

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<b>Unique reference number</b>	151094
<b>Inspection date</b>	16/10/2008
<b>Inspector</b>	Anne Mitchell
<b>Setting address</b>	C/O Ashley Junior School, Ashley Road, New Milton, Hampshire, BH25 5BP
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

First Opportunities Group opened in 1974. It is run by a committee and caters for children with learning difficulties and/or disabilities. It operates from a room at Ashley Junior School and serves the south west area of the New Forest.

The group is registered on the Early Years Register to care for a maximum of 18 children in the early years age group at any one time. There are currently 19 children on roll, of whom eight receive funding for nursery education. Children attend for a maximum of two sessions a week according to their age or stage of development. The setting opens Monday to Thursday during school term time. Sessions are from 09:15 to 11:45.

Twelve staff work directly with the children, supported by two volunteers. Six staff hold qualifications in childcare and education and two are currently attending training courses. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

The excellent knowledge of every child's individual needs ensures that staff successfully promote all aspects of children's welfare and learning. Children make good progress given their starting points and capabilities. The well planned, bright and spacious environment ensures all children are fully included in all indoor and outdoor activities. The dedicated staff group are animated and enthusiastic, and this is a key strength of the setting. Any areas for improvement are quickly identified through the setting's effective monitoring system. Through staff meetings and the continuous assessment of the provision, management and staff strive for continued improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to promote children's independence

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

Rigorous systems are in place to ensure staff are suitable to work with children. Management have high expectations of the staff in terms of personal and professional development, and support them fully in providing opportunities to train externally and in-house. Secure and regular risk assessments, and the staff's excellent knowledge and understanding of child protection, ensures children are effectively safeguarded at all times.

Management have identified staff's individual strengths and have given them areas

of the curriculum to focus on and develop. This works well, as staff use their enthusiasms to continually improve outcomes for children. There are excellent systems in place to continually monitor the provision through self assessment, the evaluation of planned activities and consultation with parents. Management and staff are very well supported by the supportive and proactive committee, who value the staff and the work they do.

Parents and carers are provided with regular information about their children's progress. They receive clear information about group plans, and what they can do at home to support their children's learning. Parents and carers work well in partnership with staff, who help them acknowledge what their children can achieve, and assist them in managing behaviour and supporting children's interests at home to ensure a consistent approach to their care and learning. Parents and carers state that they are very happy with the opportunities provided for their children and see tangible progress in their overall development.

## **The quality and standards of the early years provision**

The setting provides a calm and happy environment. They are warmly welcomed at the start of the session and sing the 'Hello' song, naming each child one by one. Children have excellent role models in the staff who are positive in their approach. They praise the children verbally, through Makaton signing and the use of positive facial expression and gesture. Staff's enthusiasm is infectious and children participate in most activities with clear enjoyment. Children of all ages are confident and settle very well. Children enjoy a broad range of activities and are able to express themselves freely. One child uses both hands to make giant circles with paint, then rubs their face to see how it feels. Some children make percussion instruments, and laugh and smile broadly as they shake them.

Each key person has only one or two children in their group, and develops a very close relationship with the child and their parent or carer, and knows their needs extremely well. Each child has their own Individual Educational Plan, based on observations made and information gained from parents and other professionals. These plans are reviewed regularly to determine children's progress and additional needs. The staff develop group plans to encourage children's social skills and peer interaction and cooperation. Children's individual plans are easily assimilated within these planned activities to help their personal development. Plans incorporate all areas of learning, and can be effectively adapted for children with varied abilities. Children can choose resources independently, and some help staff cut their fruit at snack time. However, milk and water jugs are too large for children to manage alone.

Children's health is very well promoted through opportunities to enjoy fresh air, and climbing on the indoor climbing frame and soft play equipment. They enjoy healthy snacks of fresh fruit, cheese and breadsticks, and are learning about good hygiene routines. Children's emotional well-being is successfully supported, as staff are caring and sensitive to their needs. Children are beginning to learn about keeping themselves safe through discussions about the world around them. They talk about the sharp, prickly shell of the chestnut as they look at autumn nuts.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.