

Heath Hayes Early Learners

Inspection report for early years provision

Unique reference number EY370814
Inspection date 16/10/2008
Inspector Michelle W. Smith

Setting address Heath Hayes CP School, Wimblebury Road, Heath Hayes,
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Type of setting 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Heath Hayes Early Learners is one of two settings run by the same provider. It originally opened in 2006 and changed ownership to become a limited company in 2008. A maximum of 16 children may attend the setting at any one time. The setting operates from the early learners classroom and associated facilities within Heath Hayes County Primary School in Cannock. All areas of the building are easily accessible. The setting currently support children with learning difficulties and/or disabilities. There is a fully enclosed play area available for outdoor play. Children also use the school facilities.

The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It opens five days a week during school term times. The breakfast club opens from 08.00 until 09.00. Nursery sessions are from 09.00 until 15.00. There are currently 15 children who attend the nursery and additional children who attend the before school club who are within the Early Years Foundation Stage (EYFS) age range. Some children attend both the nursery and the before school club.

The setting employs four members of staff and there are two directors, one of which works with the children as the manager. Of the five staff working directly with the children, three hold appropriate early years qualifications and one is working towards a qualification. Three staff members are working towards higher level early years qualifications. The setting receives support from the local authority and works in partnership with Heath Hayes County Primary School.

Overall effectiveness of the early years provision

The setting offers care which is significantly variable between groups. There are no established self-evaluation systems which relate directly to the before school club, resulting in significant gaps within documents and working practices which compromise children's safety and well-being. In contrast, children who attend the nursery play and learn in an inclusive environment as the effective leadership of the nursery, generally good use of documents, and successful routines ensure every nursery child's needs are met. All children benefit from the wide range of indoor and outdoor play opportunities which are fun, challenging and achievable.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that there is at least one person who has a current paediatric first aid certificate on the premises are all times when children are present: this refers to

20/10/2008

the before school club (also applies to both parts of the Childcare Register)

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: this refers to the before school club (also applies to both parts of the Childcare Register) 27/10/2008
- make sure effective systems are in place to ensure that the needs of all children are met: this refers to the before school club (also applies to both parts of the Childcare Register) 27/10/2008
- maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children (also applies to both parts of the Childcare Register). 27/10/2008

To improve the early years provision the registered person should:

- develop further the procedures to ensure all staff have a clear understanding of their roles and responsibilities.

The leadership and management of the early years provision

Overall, the setting is not effectively quality assessed to ensure the progressive development of all aspects of the provision. This results in variable outcomes for children. Staff do not actively monitor the effectiveness of the before school club. As a result of this oversight, some significant gaps have emerged and no clear action plan is in place to prioritise improvements. For example, children's personal details are not obtained directly by the setting and written parental permission is not requested for the seeking of emergency medical advice or treatment, potentially placing children of school-age at risk. In contrast to this the nursery is managed with clear direction and with future plans to continually improve outcomes for younger children. This differential in care continues through all aspects of the setting, with the exception of the quality of play opportunities which are consistently good.

Staff have attended a wide range of training courses on core issues such as equal opportunities, health and safety and, child protection. Although they use the information gained to improve outcomes for younger children, they have yet to utilise their specialist knowledge to ensure the continuous welfare of school-aged children. For example, they have not yet completed and maintained a record of risk assessments to ensure the ongoing safety of the children who attend before school. In addition, they do not accurately record children's and staff's hours of attendance and, have not deployed morning staff effectively to ensure that there is always one person who has a paediatric first aid certificate present at all times. After identifying weaknesses in the operation of the breakfast club on the first day of the inspection, the managers immediately began to bring about improvement. This demonstrates their commitment to furthering their knowledge of the EYFS and Childcare Registers. Staff have a good understanding of the signs and

symptoms of abuse and the appropriate steps to take to ensure any child protection concerns are handled in a swift and calm manner. The child protection policy is shared with most parents and is up-to-date.

Staff work well with the parents of nursery children, valuing their contribution as partners in their child's care and learning. These parents receive a detailed welcome pack, attend an induction day with their child and receive regular newsletters about nursery topics and themes. Effective procedures are in place to recognise and meet the needs of younger children with learning difficulties and/or disabilities including strong links with other professionals such as speech therapists. Consequently, all younger children settle well and build confidence as they receive consistent care and education. Information about the before school club is distributed less well, for example, insufficient information is shared with parents about the different Childcare Registers and policies tend to underpin nursery procedures. This restricts the ability of parents of school-aged children to understand and be fully involved in their child's care.

The quality and standards of the early years provision

Overall, children's welfare is compromised. Staff use meaningful and innovative activities to help nursery children to understand safety issues such as how to cross the road carefully. However, the lack of organisational focus on safety provides school-aged children with conflicting messages about how important healthy and safety is to their overall well-being. Although all children eat very healthily, the medical needs of school-aged children are not recorded by the setting which has the potential to significantly impact upon their health. Staff help children to understand diversity through the celebration of worldwide events and festivals. They take nursery children on trips to places such as teddy bear factories, so helping them to gain knowledge about how and why things work and, to develop an interest in the world around them.

All children make friends and develop respect for each other. Before school children spend their time happily engaging in social activities, reading books and following their natural curiosity as learners. They communicate confidently as they talk about their dislikes and what activities they enjoy. Through freely accessing resources such as dolls and styling heads they learn to have confidence in their own decisions and, develop increasing levels of independence.

Children in the nursery make good progress throughout the learning framework. Staff engage warmly with them. They initiate many conversations and build upon children's recent experiences. They are skilled in using written plans and sensitive developmental observations, so helping to ensure that children are consistently challenged. For example, staff devise a game incorporating cars, numerals and parking spaces, demonstrating that the interests of boys and girls are taken into account when planning activities. They use their firm knowledge of how children learn to maximise spontaneous learning opportunities. For example, they use a good balance of open and closed questions, together with consolidation techniques to incorporate all areas of learning within conversations about animals. Children develop good early reading and writing skills. They listen and respond to sounds

and, access a superb range of books and texts which are meaningfully displayed around the room. Through the lively use of music, rhyme and routines children develop an interest in numbers and counting. All children enjoy imaginative play. They wear tabards connected to 'people who help us' and negotiate roles successfully with their friends. Using their initiative they share and take turns whilst holding hands and dancing. A particular strength of this nursery is the free-flow between indoor and outdoor environments, so helping to maximise the time children spend playing in the fresh air. Through playing in wet sand and painting with toothbrushes children experiment using all of their senses.

Children use a superb range of toys which enable them to test, explore and develop their physical skills. They thoroughly enjoy riding bikes around a mock road and use specialised equipment which helps to further their coordination skills. Through close links with the school they take part in exciting events. For example, they show awe and wonder when an alien has landed on the school grounds and help to discover who the alien is. This helps nursery children to develop a passion for learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (this refers to requirements CR1.3, CR5.4, CR6.4 and CR8). 27/10/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (this refers to requirements CR1.3, CR5.4, CR6.4 and CR8) 27/10/2008
- make information about the registration system for the voluntary part of the Childcare Register available to parents (this refers to requirement CR9.3). 31/10/2008

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.