

Hope for Children and their Families

Inspection report for early years provision

Unique reference number EY333183
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Inspector Deborah Ball

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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

H.O.P.E. for Children and their Families is a committee-run group that was registered in 2006. It operates from several rooms within the Hope Family Centre in Bromyard, Herefordshire and there is a fully enclosed area available for outdoor play. The building has ease of access, with toilet facilities located on the ground floor.

The setting is open Monday to Friday from 09:00 to 15:30 for 50 weeks of the year and children are able to attend for a variety of sessions. A maximum of 36 children may attend the setting at any one time. There are currently 57 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of nursery education funding and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are six members of staff who work with the children, all of whom hold appropriate qualifications and experience in early years education. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. H.O.P.E. playgroup provides a bright, exciting, stimulating and positive learning experiences for all children, with excellent interaction, enthusiasm and support from caring staff. Skilled practitioners ensure that children are recognised and valued as unique individuals and work in close partnership with parents and other agencies to support excellent care, learning and development for all children. Exemplary systems are in place to accommodate all children and their families in a fully inclusive, caring and supportive environment. The processes for self-evaluation and continuous improvement are excellent and have resulted in many ongoing improvements that are enhancing an already outstanding provision. Policies and procedures are reflective of the exemplary practice in the setting, are highly consistent and help to ensure that children are safeguarded whilst they enjoy child-initiated opportunities in an exciting, motivating and stimulating environment.

What steps need to be taken to improve provision further?

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

- implement the areas for improvement as highlighted in ongoing self-evaluation to consolidate and continue to improve the excellent outcomes for children.

The leadership and management of the early years provision

Children flourish in an extremely well-organised environment where their individual welfare, learning and development needs are paramount. Those in charge have exceptionally high aspirations for quality, which is reflected in the setting's daily practice and is evident in the plans for ongoing improvements. The setting's self-evaluation is highly effective in identifying any issues or areas which will help improve the already excellent opportunities for children, with plans for the future being well targeted. Consequently the recommendations from the last inspection have been robustly addressed and there is an ongoing action plan for improvements. Current ideas for development include the implementation of the Forest School educational approach to outdoor play and learning and further developing the nature garden. The manager fully involves the staff in the decision-making process resulting in excellent teamwork and a superb atmosphere of co-operation and ownership of all that happens in the playgroup.

Children are exceptionally well supported in their development towards the early learning goals. Knowledgeable and skilful practitioners work very hard to ensure that children enjoy interesting, motivating and exciting experiences that are tailored to meet their individual needs, in a safe and secure space. Individual development plans, collaborative working and sustained shared thinking make sure that all children are treated as individuals, listened to and respected. As a result, young children make outstanding progress in their learning and development. Extremely strong and supportive partnerships with parents and others fully enable a consistent, sympathetic and sensitive care approach.

Training opportunities are accessed regularly so that the setting can continually improve the already strong provision for children's care and development. The staff actively take on board new ideas which offer new experiences to children, for example, the outdoor learning environment is now available throughout the session for children who prefer to explore and extend their learning in this way. In addition, the routine has been developed so that children have excellent opportunities for child-initiated play and have time to extend their learning with knowledgeable, skilled and caring support from staff.

The arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and clearly understood by those who work with children. Effective procedures are in place for identifying and supporting any child at risk of harm and liaising with the appropriate child agencies. Staff access ongoing training to fully support this aspect and have detailed policies and procedures that they can follow if they have any concerns. Partnerships with other agencies further support these robust systems for safeguarding children.

The quality and standards of the early years provision

H.O.P.E. playgroup provides inspirational provision with exceptional organisation of the educational programmes and the care and learning environment, so that all children make significant gains in their development and levels of achievement in

relation to their starting points. All children are valued as unique individuals and are fully supported by practitioners to enjoy experiences to their fullest extent. Self-esteem, confidence and independence are very well promoted through the routines for child-initiated free play and specific adult-led activities which extend areas of development as appropriate. Systems for ongoing assessment work extremely well in highlighting children's progress and informing future planning to help support and encourage development in all areas. Practitioners work closely with families and other professionals to ensure that children enjoy a secure, safe, exciting and truly individual learning experience in their earliest years.

Children relish excellent opportunities to lead, direct and extend their learning and experience a wide range of activities in a supportive, caring and happy environment. The children's imaginations are captured as they listen to the story, 'Harvey the Carpenter' and they are enthusiastic and motivated as they develop a carpentry area. Skills with simple tools and equipment are practised as children experiment with a range of items such as screwdrivers, wood, nails and sandpaper. Staff then extend children's knowledge and understanding of the world when they take the children to the woods to observe different types of trees in their natural habitat and watch them being felled. Children go to a wood yard to see the timber being sold and visit a carpenter to observe the wood being used to create everyday objects. Spontaneous and everyday activities are also used well to help the children develop good mathematical thinking, counting and problem-solving skills. Mathematical resources are readily available and children complete number jigsaws, use weighing scales when baking and develop their number recognition ability as they see numbers in the playgroup environment. Stimulating projects and challenging activities encourage children to explore the world around them as they watch birds build their nest, care for their eggs and rear their young in the bird house, grow herbs, fruit and vegetables and begin to think about recycling and composting. Information technology skills are being acquired by the children through using computers or various programmable toys such as the 'Bee-bots'. Children thoroughly enjoy discovering nature which gives them exciting opportunities to splash in muddy puddles, look for small insects under the willow walk and watch all stages of butterfly development from caterpillars to butterflies before releasing them into the wild. They relax and enjoy the calm atmosphere in the sensory room which provides children of all abilities, particularly those with special educational needs, with exciting opportunities to experience a variety of sights, sounds, textures and movements. Children are fully supported in their experiences by enthusiastic, caring and interested adults who very obviously enjoy being with the children and giving the very best early years experience.

Children's understanding of a healthy lifestyle is exceptionally well developed. For example, they enjoy attractively presented and nutritious snacks and meals which are freshly prepared on site. Drinks of water are freely available in individual water bottles which children help themselves to when they are thirsty. In addition, milk is available during snack times. The provision for children to access fresh air, physical activity and light is particularly strong and children relish the opportunities for being outside in the garden, going on trips to local attractions to begin to have a strong awareness of their community. They show exceptional physical control due to the wide range of indoor and outdoor activities offered that build on and extend their balance, coordination and spatial awareness.

The welfare, support and inclusion of all children are promoted extremely well. This is significantly enhanced by policies, procedures and excellent practice that are individual to the setting, robust and implemented with a high level of consistency. In particular, the support for all families is exemplary, with training offered to improve knowledge of child development and childcare issues, notices and displays to give information, availability of progress records and regular meetings to discuss children's development towards the early learning goals. In addition, children are offered a wide variety of opportunities to learn about their own environment and the wider world through themed activities, positive images of diversity and access to a wide range of resources. For example, visitors from Tanzania shared stories from their culture with the children and they celebrated Divali by listening to the story of Rama and Sita by candlelight.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.