

# Heath Hayes Early Learners

Inspection report for early years provision

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**Unique reference number** EY370814  
**Inspection date** 21/07/2009  
**Inspector** Mary Anne Henderson

**Setting address** Heath Hayes CP School, Wimblebury Road, Heath Hayes,  
CANNOCK, Staffordshire, WS12 2EP  
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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 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. The setting operates within the Heath Hayes County Primary School in Cannock. They serve the local area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 16 children at any one time and are currently caring for 29 children from two to under eight years old. Children can attend for a variety of sessions. There is an outdoor play area for the children.

The setting is open each weekday and provides nursery sessions from 9am to 3pm and also provides out of school care from 8am to 9am and 3pm to 6pm term time only. The setting supports children with learning difficulties and/or disabilities and those children who speak English as an additional language. Six members of staff work with the children all of whom have recognised early years qualifications. Three staff members are working towards higher level early years qualifications. The setting receives support from the local authority.

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

Overall, the effectiveness of the early years provision is good. The management and the staff team work well-together and with the parents and children to ensure positive relationships are well-developed. The staff also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion for all children on roll. Both the indoor and outdoor areas provide a good range of learning and development opportunities for children. The systems in place to evaluate the setting are sound and includes input from management, staff, parents and the children. The capacity to make further improvement is sound.

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

To further improve the early years provision the registered person should:

- provide a range of resources and activities to further children's awareness of diversity with regard to people with disabilities.

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

Leadership and management of the setting is good. All staff and management work hard to foster positive relationships with the parents and children. The staff liaise with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion. There are systems in place to monitor and evaluate the quality of the provision. The systems include input from management, staff, parents and the children. The capacity to make further improvement on an ongoing basis is sound.

All staff ensure the children's safety and welfare. Risk assessment procedure includes areas, equipment and toys and any outings involving the children. Children are protected because all staff are aware of the policies and procedures to be followed. Staff ensure good standards of hygiene are implemented throughout the setting thereby ensuring children's health and well-being is maintained.

Partnerships with parents is good. The parents have access to their child's learning and development files at all times which provide parents with information about their child's ongoing progression. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are met. The parents have free access to the setting's policies and procedures.

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

Children find out about their environment, identifying features and noticing the natural world. They thoroughly enjoy planting their own vegetables, such as courgettes, potatoes and herbs and like to dig these up themselves to use in various meals, such as curries. Children also enjoy planting flowers, such as sweet peas and various bulbs and watching them grow and change over time. The children enjoy baking their own bread and cakes for snack times, weighing the ingredients and noticing the changes through the baking process. Children enjoy outings to explore the natural world. This includes visits to Ashend Farm, where they look at the sheep, goats and new born piglets and handle baby chicks, talking about how the animals live and what they eat. The children also enjoy having visitors to the setting, such as, the fire officers and the community police officers who talk to the them about keeping themselves safe. The staff further encourage the children's learning about keeping themselves safe through stories, topics and activities where they learn about crossing the road safely and what to do during the fire evacuation procedures.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They are provided with a good range of fruits for snack times and help themselves to fresh drinking water throughout the day. Children learn about a healthy lifestyle through activities and discussion. They talk about the benefits of eating lots of fruit and vegetables to keep their body healthy. Children also learn about the importance of keeping their teeth clean through topics and discussion. The children are independent and know to wash their hands after outdoor play, before eating and after using the toilet. The children are beginning to move with control and use a range of equipment to develop their physical skills. For example, they like to ride their trikes and use the see-saw in the outdoor play area. They also enjoy using the large wooden equipment in the school field to practise their climbing and balancing skills. Children enjoy using a range of large and small equipment in the school hall where they practise their throwing and catching skills using small and large balls and bean bags.

Children are beginning to form sound relationships with their peers and the adults around them. They are well-behaved and have regard for one another and the staff who use praise throughout the day to foster the children's self-esteem.

Children share and take turns with the resources, which are housed in low open boxes and shelving to ensure children can make their own choices about what they want to do. Children's sense of belonging is well-fostered as they take it in turns to be helper for the day. The children's art work is displayed around the walls of the nursery room for them and their parents to enjoy, thereby furthering their sense of belonging.

Children are beginning to use information and communication technology to support their learning. They use the computer suite within the school, which also provides them with opportunities to use the electronic white board. They use a range of computer programmes which supports their problem solving skills, such as, addition and subtraction and colour and shape recognition. They also enjoy writing their name on the large white board using the computer pen. The children say and use numbers in familiar contexts and they count and recognise numbers using the computer programmes. They also count the girls and boys at the table during snack times and when lining up to go out to play.

The children explore colour, texture, shape and form in two and three dimensions. They help themselves to the resources which are easily accessible to them and include opportunities to paint or glue and stick using the junk materials to create their own work. Children also help themselves to the pencils and crayons to draw their own pictures and talk about their work with the staff. The children enjoy extending their imagination through play. They dress up in various costumes and move around carrying the dolls, holding handbags and playing with the pretend food in the home corner. Their imagination is further extended as they use the construction toys and games, such as the magnetic fishing activity. They also enjoy sitting with the staff as they read stories with them in the book corner.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflects positive images of diversity including dressing up clothes and dolls. They also enjoy reading story and reference books about festivals and people from around the world. Children explore Chinese New Year and Divali through arts and crafts as they draw pictures and make lamps using clay. Children's access to a range of resources and activities to further their understanding about people with disabilities is more limited.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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