



Otley Under Fives Centre

Inspection report for early years provision

Unique Reference Number	251590
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Inspector	Moira Oliver
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Registered person	Otley Under Fives Centre
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Otley Under Fives Centre was registered in 1983. It operates from a mobile unit within the grounds of Otley County Primary School. The pre-school serves the local and surrounding area. A maximum of 16 children may attend the pre-school at any one time. The pre-school opens five mornings a week during term time. On Monday, Wednesday and Friday it is open between 09.00 and 12.00, on Tuesday from 09.30 until 12.00 and on Thursdays from 09.00 until 11.30. The children have access to

their own enclosed garden as well as the school playground, field and apparatus.

There are currently 9 children from 2 years to 5 years on roll. Of these 7 receive funding for nursery education. The setting supports children with special needs.

The Under Fives Centre employs three part time staff and one volunteer to work regularly with the children. Over half the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current and appropriate health and hygiene guidelines, policies and procedures. For example, staff clean tables before snack, follow policies when children are unwell and ensure foods, such as dairy produce, are stored appropriately in the refrigerator.

Children understand simple good health and hygiene practices, they wash their hands using soap before cutting up fruit and are reminded to take the first piece of fruit they touch. Staff provide them with clear explanations as to the reasons why.

Children are nourished; they have fruit juice, water or milk to drink, however, water is not available for the children to access independently during the session.

Children enjoy physical activity as they skilfully balance along the wooden planks on the outdoor apparatus. They hang from 'monkey bars', climb rope nets and ladders and jump down safely bending their knees. Children scoot along and pedal small tricycles, negotiating round others, becoming aware of the space they need. Children use scissors with varying ability, adults support them to cut paper and card, helping them to hold the scissors correctly. Some confidently cut round star shapes carefully keeping to the lines. Children enjoy play dough as they squeeze, pat and flatten it, using cutters and knives to make shapes. They skilfully use woodwork tools on a bench, they gently hammer nails into wood and cut with a junior-hack-saw. Children use a vice to secure the wood they are cutting and show great pleasure when at last they cut through it.

Children learn about healthy living when they discuss foods that are good for them as they prepare the fruit salad. Staff refer them to a recent wall display of foods that make teeth 'happy' and those that make teeth 'sad'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment, they are greeted by staff and the premises are secure when the parents

leave. Staff carry out regular risk assessments and check the premises and equipment daily, ensuring children are safe. Children register themselves on arrival, they attach their name card onto their photograph. Staff complete a formal register, however, this is not always completed immediately which may delay an emergency evacuation procedure.

Children are safe on the outdoor apparatus because each part is supervised and the equipment is set on a safety surface. The group stay together whilst crossing the playground, they hold hands and walk.

Children learn to keep themselves safe because staff remind them of safety issues. For example, they learn to handle and give out knives correctly, they are reminded to walk indoors, especially when the floor is wet around the water tray, and they are taught how to use hack-saws and to hit nails safely with a hammer.

Children listen to, and follow instructions, staff ensure they have their full attention and use clear explanations. For example, they ensure children know to go around the apparatus in one direction to make sure children do not get pushed or lose their balance.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are supervised at all times by staff who are vetted and have relevant experience, knowledge and skills in child care.

Helping children achieve well and enjoy what they do

The provision is good.

Children make choices, they move around the room freely playing with the toys and equipment. They are interested in the variety of stimulating activities available and have great fun in the water with the play sea creatures. They acquire new knowledge and skills as they take part in the activities. For example, during a fruit salad activity they carefully cut fruit and staff provide additional information to their discussions on how and where fruit grows.

Children play well together making positive relationships with staff and their peers as they share resources, driving the cars across the dolls house, waiting for their turn. They co-operate with each other as they work on a large puzzle together and increase their observational skills when they seek out, and talk about, the animals in the picture.

Younger children are supported because staff are able to give them time and attention, staying close by to help them feel secure and to settle more easily. Staff adapt the activities to enable all children to take part at their own level. They are beginning to use the 'Birth to three matters' framework, introducing some activities and developing planning to include younger children.

Nursery education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff welcome the children, they are very caring and there is a calm, busy atmosphere, they know the individual children and families well and value each child's contribution. They show an interest in what the children do and respond appropriately to their requests and needs. Children receive a wide range of stimulating activities and planning covers all areas of development. Staff use skilful questioning to extend the children's learning. They have a sound knowledge of the curriculum and are clear about the learning objectives for the focussed activities they provide. However, plans do not reflect this, they do not identify specific learning objectives, therefore making them difficult to evaluate effectively. Staff record children's achievement, however, they do not record observational comments which would make them more meaningful to the reader and easier to plan the child's next step.

Children are happy and settled, they confidently come into the room eager to take part in the activities. They play harmoniously together with the bricks as they build towers and put them onto the back of trucks. Children behave well, listen to instructions and know what is expected of them. Children and staff sit together at snack time, they chat freely enjoying each others company. Children are developing self help skills as they attempt to manage their own aprons, access tissues to wipe their noses and manage toileting.

Children engage adults in lively conversations, they tell them their news and talk about holidays. Children have a real love of books, they know how they work, starting at the front and turning one page at a time. They delight in reading stories to themselves, or the group, using known phrases and lots of expression. They use chalks to practice mark making on the paving slabs outside and some more able children are beginning to choose to write their own names on their pictures.

Children confidently count in large groups and independently when counting the fruit. They use comparisons in their play, comparing the height of two towers, and apply mathematical language and positioning, using words such as 'next to', 'behind', 'bigger' and 'higher'. Children are introduced to shape daily through topics and their play.

Children learn about features in their local environment as they take an active part in topic work. They confidently point to photographs of buildings in their village identifying them and describing where they are, following the path on a map with their finger. Children have opportunities to take part in cultural celebrations and festivals, increasing their awareness of the wider world and their place in it. Children enjoy exploring their environment, they collect leaves and study insects in the garden. They are engrossed in woodwork, they concentrate as they cut the wood and put it together with nails.

Children enjoy experimenting with paints and colour, they use brushes at the easel and take part in a range of printing techniques through varied planned activities. Children are inspired as they use their imaginations in the well resourced role play area. They play hospitals, dressing up to administer bandages and prepare play food for themselves and each other. Children enjoy singing as a group and have opportunities to express themselves through music with a selection of musical

instruments.

Helping children make a positive contribution

The provision is good.

Children understand responsibility and take pride in their environment when they help to tidy up the toys. They are all involved and staff give a lot of encouragement and acknowledgement as children load and carry boxes. The children know where the equipment belongs and willingly join in.

Children develop respect for others as staff encourage them to share and take turns, they are reminded of good manners and say 'thank you' to others when the fruit and plates are handed out. Staff speak to the children with respect and courtesy, providing them with good role models.

All children, including those with special needs, receive appropriate support from staff who observe them and assess their needs. They praise children for their efforts and offer support and encouragement where appropriate, children respond by behaving well. Staff work closely with parents and other agencies to ensure that children receive consistency.

Partnership with parents is good. Parents are involved on a daily basis, they help out during sessions on a rota system. They are aware of the themes and topics being covered because staff display notices and include plans in the newsletters. Many of the parents are on the committee and have regular contact with the staff both verbally and in writing. Staff are welcoming and approachable enabling parents to share information at the beginning and the end of the sessions. Information about the Foundation Stage is available to parents, it is displayed and staff are happy to talk to parents about their child's development at any time. Parents find the daily diary sheet informative, it ensures they know the activities their child took part in, both indoors and out, and the discussions that took place at snack time. Parents are very happy with the care and education their children receive at the pre-school. They find the staff friendly and approachable and comment on the calm, happy environment and the individual attention their children receive. Parents are aware that assessment records are kept on their children and that they can request to see them at any time. However, the staff are not proactive in sharing records and involving parents with planning their child's next step in learning. Records are sent directly to the school when the child leaves and therefore the parents may never see, or be involved with them.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The recruitment and vetting procedures ensure children are well protected and cared for by staff who have knowledge and understanding of child development. The

adult:child ratio positively supports children's care learning and play, staff are able to get to know the children very well and provide high quality support and individual attention.

Effective induction procedures ensure staff know their roles and responsibilities and they work well together to create a caring environment for the children.

Staff plan a variety of activities to stimulate the children's learning through play. They arrange the room into well defined areas to enable children to know where to find items and where to put them back when they have finished.

Leadership and management is good. The new committee are enthusiastic about their roles and have plans to develop the provision, improving the good practise further. Annual appraisals take place for all staff and regular meetings are planned to review these to enable objectives to be carried out and not forgotten. Regular staff and committee meetings take place to plan and discuss issues, minutes are taken to ensure all members are informed. The committee are aware of their roles and responsibilities and work hard to keep up-to-date with new developments. The committee and staff work well as a team to enable the group to run smoothly. They liaise closely with the school and well established links ensure children have a smooth transition into school.

Overall, children's needs are met.

Improvements since the last inspection

The group have updated their behaviour, complaints and child protection policies to bring them in line with National Standards. They are in the process of reviewing them in line with new legislation.

The group have developed written information for the parents about the Foundation Stage curriculum. There are information sheets on each curriculum area displayed on the wall. A new prospectus is being designed which includes curriculum information. Staff write an overview of the session each day to inform parents of the activities and discussions their child took part in.

The group are developing written plans showing the link between the stepping stones and the children's learning programme. They record children's progress and are beginning to use daily notebooks to record observations which they can copy into the children's individual records. Staff are beginning to use the information to plan for the next steps in the children's learning.

Complaints since the last inspection

There have been no complaints made to Ofsted. 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.

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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):

- ensure children have access to fresh drinking water at all times
- improve on the registration system to ensure there is a correct record of children and staff on the premises at all times.

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):

- continue developing planning of the curriculum, in particular identifying the main learning objectives for the focussed activities in order to evaluate the success of the activity
- develop children's assessment records to ensure they are individual and meaningful, ensure they are shared with parents, involving them in planning for their child's next step.

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