

# Great Haywood Under 5s

Inspection report for early years provision

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**Unique reference number**

EY411858

**Inspection date**

29/11/2010

**Inspector**

Shirley Wilkes

**Setting address**

Anson C E (A) Primary School, Main Road, Great Haywood,  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Great Haywood Under 5s was re-registered in 2010. It operates from a classroom in Anson Church of England Primary School, Great Haywood, Staffordshire. It is on a level site on the ground floor. The setting serves the local area and has strong links with the school. There is a fully enclosed area available for outdoor play.

The setting opens all week during school term time. Sessions are from 9am until 3pm on Mondays and Wednesdays and from 9am until 12 noon on Tuesdays, Thursdays and Fridays. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the provision at any one time. There are currently 26 children in the Early Years Foundation Stage. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of staff. All of these hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy their time in this welcoming and inclusive setting. All of the required information is gathered and maintained to meet the requirements of the Early Years Foundation Stage. The setting has developed good relationships with parents which help to promote children's well-being. However, partnerships with other settings that children attend have yet to be established to ensure there is continuity in their care and learning. Evaluation procedures are in their early stages as the setting is currently reviewing their practice to monitor the care and education of children, however, staff are committed to improving their skills by regularly attending training and identifying areas for future improvement.

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

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

- develop further evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

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

The playgroup staff have a good understanding of their responsibility to safeguard children. There are clear policies and procedures in place to ensure children's welfare, care and safety are promoted. Risk assessments are completed for both the premises and any outings undertaken. A daily safety checklist is completed to ensure children's safety at all times. Systems are in place to ensure the suitability of adults to work with children. Careful consideration is also given to the ongoing suitability of staff through monitoring and training.

Children are helped to feel safe as good relationships are built between them and their key workers. They are beginning to understand how to keep themselves safe; they take part in regular emergency evacuation drills. They are aware of the rules within the setting, for example, picking toys up so they do not trip and holding hands when going outdoors to play.

All medication and accident records are well maintained, with parents signing to acknowledge any entries. Detailed information is obtained from parents with regard to their children's individual needs, allergies and routines. Consent to seek emergency medical advice and treatment is in place.

Children participate in a range of activities and play opportunities that promote their awareness of their local community and the wider world. For example, they have visits from the community police officer and make visits to the village church and school. Resources depicting diversity, such as small world figures and books are readily available and accessed by the children. A good variety of toys and resources are available and are presented in a way that enables children to join in enthusiastically and ensure their interest is maintained.

Parents are provided with useful information about the playgroup both at the beginning and on an ongoing basis. Notices are displayed for parents and they also receive regular newsletters. The playgroup has built good relationships with local schools that helps when the children move on in their education. However, links with other settings that children cared for attend have yet to be established to ensure continuity of their care and learning.

The nursery has started to reflect on its practice to identify strengths and weakness within the setting during regular staff meetings. Questionnaires have been produced for parents to seek their views about the new venue. This information will be used to improve outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress as they access a range of learning opportunities which are both adult led and child initiated. Staff use observations to gain a good understanding of the children's interests and progress that they make.

The observations are used to ensure that each child is offered challenging experiences, personalised learning and varied opportunities across all areas of learning. Children respond well to the staff sharing their experiences from home taking delight in talking about making snow angels and building snowmen.

Children enjoy story time joining in with favourite phrases and following the actions. They are able to freely access a variety of books sitting comfortably in the book corner. Children are able to access a variety of writing materials and take delight in sharing their work, showing their written names with pride. Children are developing an understanding of problem solving, reasoning and numeracy with mathematical concepts through day-to-day activities that involve shape and number. For example, children count how many of them are present and match the number of cups needed at snack time. Children enjoy singing and joining in number rhymes. Children are beginning to develop their understanding of their local community by making visits out of the nursery to places such as the local church and school. Children also benefit from visitors to the group such as the community police officer and 'Zoo Lab'. Children are also becoming aware of technology by using props such as calculators and telephones. Children also use the laptop computer creating works of art for their calendars for Christmas.

Children behave well and receive lots of appropriate praise and encouragement. Good manners are encouraged throughout and acknowledged. Suitable methods are used to manage children's behaviour. Children of all ages are effectively supported to understand the routines, for example, washing their hands before snack time, talking about germs, after nappy changes and after using the toilet. Children are encouraged to take regular drinks. They are able to freely access fresh drinking water and cups during the session. Healthy eating is encouraged with a variety of healthy snacks available. Snack and meal times are social occasions with children encouraged to serve themselves. Children have sufficient opportunities to be physically active during regular outdoor play. They are able to use a variety of wheeled toys.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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