

Foundation Learning Space

Inspection report for early years provision

Unique reference number EY440403
Inspection date 09/06/2012
Inspector Vivienne Dempsey

Setting address Rossmere County Primary & Infant School, Catcote Road,
HARTLEPOOL, Cleveland, TS25 3JL
Telephone number 01429274608
Email admin.rossmere@school.hartlepool.gov.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

The Foundation Learning Space registered in 2012. It operates from the Foundation Learning Space in Rossmere Primary School. The Foundation Learning Space serves the local area and has strong links with the school. The nursery provides care for children eligible for two year old project. There is a fully enclosed area available for outdoor play.

The Foundation Learning Space opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Children are able to attend for a variety of sessions. A maximum of eight children may attend the setting at any one time. The Foundation Learning Space is registered on the Early Years Register and the voluntary part of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The manager also has Qualified Teacher Status and one member of staff has Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very well-developed knowledge of each child enables staff to promote children's welfare and learning effectively. Children are extremely safe and secure and really enjoy learning about the world around them, although some opportunities to further promote children's understanding of healthy routines and safe practices are not always fully utilised. Partnerships with other providers and a wide range of agencies are excellent and vital in making sure that the needs of all children are met, along with any additional support needs. This means that children progress very well, given their age, ability and starting points. Staff work closely with local authority advisors and other providers to develop the service they provide, further promoting outcomes for children.

What steps need to be taken to improve provision further?

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

- consistently implement hand washing routines and develop snack time procedures to further children's understanding of healthy routines and encourage their independence
- provide opportunities for children to practise emergency evacuation drills, to fully develop their understanding of fire safety.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place. They are comprehensive and extensive, successfully supporting the smooth day-to-day operations of the setting. The effectiveness of safeguarding is outstanding as staff have a very good understanding of their role in protecting children. There is a designated safeguarding officer in place who has attended relevant training. The setting's collaborative working with other key agencies is exemplary, all of which helps to ensure the safety of children. Effective and robust procedures for checking staff's suitability are in place, which ensures all adults working with the children are suitable to do so. Risk assessments and daily checklists are comprehensive and are regularly audited ensuring that high standards are maintained and any hazards are identified and repaired promptly.

Effective leadership and management in the setting results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage very well. The manager and her staff team ensure that they constantly promote equality of opportunity. They are extremely effective in ensuring that all children are well integrated and that steps are taken to close any identified gaps in their achievements. Staff have an excellent knowledge of each child's background and needs and outstanding systems are in place to support children with special educational needs and/or disabilities. Exceptional partnership working takes place to ensure every child receives high levels of support at an early stage. For example, staff work closely with the local children's centre to ensure parents can access further support and training. This helps to promote children's care and learning in their home environment. The exemplary organisation of space and resources meets all the children's individual needs. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development extremely well. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff.

Strong links with parents have been developed; they are kept well informed of their children's achievements, well-being and development. For example, 'daily sheets' are completed and inform parents of children's time at the setting. A wide range of information is collected from parents and other agencies at registration and a key person system is in place. Staff also provide parents with information of activities they can do at home with their children, to support their children's learning. Parents have access to all policies and procedures, which informs them of the service provided. A positive approach towards further development of the provision and high aspirations for the future are clearly evident. Systems for continuous improvement are fully in place and priorities for development are clearly highlighted. Staff attend a wide range of training, to develop their knowledge and skills. They also work closely with the local authority advisor and other providers to enhance the service they provide, promoting outcomes for children.

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

A rich, varied and stimulating learning environment, both indoors and out, ensures children are active in their learning. Staff have a very good understanding of children's individual learning needs and backgrounds. Good systems are in place for observation, assessment and planning. All children have individual 'Learning Journeys' which clearly show their progress towards the early learning goals. 'Room Story's' are in place and clearly show how staff use children's interests and stage of development to stimulate their progress. Children are observed to be very happy and secure in the setting and have developed strong relationships with staff and their peers. Their behaviour is good, as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, to share with their peers and wait for their turn and they offer lots of praise, encouragement and reward to support and motivate the children.

Staff talk to children about dangers around the setting, such as not running indoors, leaving toys on walkways and climbing up the grass banks when wet. This helps to promote children's understanding of most dangers. Procedures for the emergency evacuation of the premises are in place and staff have a very good understanding of these. However, children have not yet been involved in practising emergency evacuation drills, which does not fully develop their understanding of fire safety. Fresh drinking water is freely available, which helps to keep children hydrated. Children mostly adopt good personal hygiene routines, for example they are encouraged to wash their hands after using the bathroom and messy play. They are given choices about the different fruit and drinks they would like for snack. They confidently help peel oranges for snack time, which helps develop their independence. However, hand gel is used to clean hands at snack time and snack is eaten sitting on the floor. This does not consistently promote good hygiene routines and does not enable children to be fully involved in helping to pour their own drinks or fully prepare their own snack.

Children have great fun exploring the outdoor environment; they look for spiders and bugs and shout with glee as they find them hiding in the hut. They enjoy exploring the properties of water and use jugs, funnels and tubes to move the water between containers. Staff talk to children about full and empty, which helps to develop their understanding of mathematical language. Children like exploring materials such as paint, foam and a variety of breakfast cereals; they talk about the sounds they make as they squash them with their hands and how it 'squidges' through their fingers. Staff provide a wide range of opportunities for children to develop their listening skills. For example, they enjoy making sounds with a variety of shakers and excitedly join in with familiar number songs and rhymes. This also helps develop their awareness of number names and helps develop their counting skills. Children enjoy riding bikes and scooters and becoming confident in negotiating obstacles and avoiding others. They laugh and giggle as they push hoops and chase after them and shriek with joy when they catch them. This encourages children to be active, whilst developing their physical skills.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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 voluntary part of the Childcare Register are:

Met