

Higham P.A.W.S.

Inspection report for early years provision

Unique reference number EY290942
Inspection date 29/11/2010
Inspector Kay Armstrong

Setting address Higham C.E. Primary School, Higham Hall Road, Higham,
Burnley, BB12 9EU

Telephone number 07929850128

Email

Type of setting Childcare on non-domestic premises

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 2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Higham Parents at Work Scheme (P.A.W.S.) is privately owned and has been registered since 2004. The setting is available to children who attend Higham Primary School, which is situated in the rural village of Higham, Burnley. Children have access to the school hall, three classrooms, computer room and the school library. Outdoor play is provided in the school playground.

The setting is open from 8am to 9am and from 3.30pm to 6pm Monday to Friday term time only.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children from four to under eight years may attend the setting at any one time. The setting also provides care for children aged eight to 11 years. Currently there are 48 children on roll, 16 of whom are under eight and seven are in the Early Years age group. The setting supports children with special educational needs and/or disabilities.

Seven members of staff care for the children. Four members of staff have National Vocational Qualifications in early years at level 3. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive environment because staff provide a wide range of activities which are fun and capture children's imagination. Children's individual needs are recognised and met well as the staff team work in partnership with parents. However, purposeful links are in the early stages of development with the school. The manager and staff monitor and evaluate the service provided and have a good understanding of their strengths. They successfully recognise areas for development and have plans in place to address these, demonstrating a positive capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information between Early Years Foundation Stage settings, to promote continuity of care, learning and development for children.

The effectiveness of leadership and management of the early years provision

Children's safety is prioritised and promoted well within the group. Staff have a good understanding of child protection procedures and know how to implement them effectively. Detailed risk assessments are in place and daily safety checks ensure that all hazards are minimised, as a result children are able to play in a safe environment. Robust recruitment and selection procedures ensure children are cared for by suitable people.

Staff deployment is effective as children are continually supervised in this inclusive and welcoming environment. Children play freely together as staff are skilled and confident in allowing them space to develop their own games and drive their own learning. Resources are accessible and children make independent choices about what they wish to play with. Equality and diversity are fostered well through a range of resources and activities that expand children's understanding of difference and the world around them. All the required documentation for the safe efficient and running of the setting is in place and maintained to a high standard.

Staff form positive relationships with parents who are provided with a range of written information about the setting. Children benefit as regular exchanges of information helps to keep parents informed about their care and learning promoting continuity of care. Positive links with the school are in the early stages to support children's welfare needs and continuity of care and learning. A system to monitor and evaluate the provision and a staff team that work well together demonstrate the setting's commitment to continuous improvement.

Recommendations from the previous inspection have been successfully implemented, which has a positive impact on children's overall well-being and safety.

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

Good opportunities are provided for children to develop their self-reliance and independence as they are able to access the resources easily and make informed choices about their play and learning. They have positive social skills, share resources and take turns. Children work together harmoniously as they build intricate and complex models from construction materials. They listen to each others ideas, negotiate and problem solve as they link their models together. They are developing firm friendships with each other and have established warm, close relationships with staff. Some children enjoy playing imaginatively with role play resources, establishing a cafe and inviting staff to play with them. They have great fun and develop skills in coordination as they take turns whilst using a complex ball game.

Children are active learners who express themselves freely with a range of creative materials. They concentrate well as they make books in which they write and illustrate their own stories. They are very proud of the results which are recognised

and valued by the staff team who praise and encourage them effectively. As a result, children's self-esteem and confidence is fostered well. Children are developing skills for the future as they are competent communicators, develop effective negotiation skills and confidently use a suitable range of programmable resources. Staff have a good understanding of the Early Years Foundation Stage and links with the school are being established. However, limited information is shared regarding children's progress towards the early learning goals resulting in their learning not always being fully supported from setting to setting.

Good emphasis is given to promoting children's health and safety. Healthy eating is well promoted through planned activities, nutritious snacks and discussion. Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. The emergency evacuation procedures are practised regularly ensuring children know and understand what to do in the event of a fire. Children are able to access outdoor play and develop their physical skills through a range of appropriate activities.

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	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	3
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 compulsory part of the Childcare Register are: Met

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