



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 143465

DfES Number:

INSPECTION DETAILS

Inspection Date 16/07/2003
Inspector Name Diane Ryan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name ELIZABETH FOUNDATION
Setting Address Southwick Hill Road
 Cosham
 Portsmouth
 Hampshire
 PO6 3LL

REGISTERED PROVIDER DETAILS

Name Mrs Shirley Metherell

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Elizabeth Foundation Family Centre opened in 1981. It is a registered charity and operates from several rooms in two purpose built buildings adjacent to the grounds of Queen Alexandra Hospital Portsmouth. The centre serves deaf children from all over England.

The centre is registered to care for 29 children from 2 years to under 5 years at any one time. There are currently 22 children from two and a half years to five years on the roll. This includes eight funded three year olds and eight funded four year olds. Children attend for a variety of sessions, 22 children have special needs.

The centre also work with children from birth to two years on the site but parents attend with their children for the sessions.

The group opens five days a week during term time. Sessions are from 09:30 - 14:30.

Two full time staff and five part time staff work with the children. Three staff currently have teaching qualifications and two staff have early years qualifications. One staff is currently on a training programme. The setting receives support the Early Years Development and Childcare Partnership. The group follow the Multi Sensory Oral Approach to teaching deaf children spoken language.

The centre also work in partnership with Portsmouth Health Trust a Diagnostic Hearing Test Centre and this is followed up with the Elizabeth Foundation providing and early intervention service for recently diagnosed babies. Counselling and support for parents cover the whole programme

How good is the Day Care?

The centre provides good quality care for children.

Most staff are qualified and all have experience of working with deaf children, ensuring the children receive appropriate care , which meets their individual

needs. The centre is welcoming, with all space including a well developed outside area, being used creatively.

It is a secure environment where children feel safe and secure. Staff are active in promoting good hygiene and developing social skills during pleasant meal times. Children experience a broad range of activities which allow each to develop at their own pace. Staff promote and model good behaviour.

Relationships with parents are effective and meaningful, supporting the needs of each child.

What has improved since the last inspection?

The last inspection was a transitional one and this section is not applicable this time round.

What is being done well?

- The operational plan clarifies how the setting is run and staff are deployed. Good management procedures such as appraisals, team meetings, induction programme and support for staff are all in place.
- The staff develop good relationships with the children, they get to know each of them well. The staff interaction is positive and encourages the children to fully participate in the activities and make them fun. Activities are planned to ensure they meet the needs of the children and staff give praise and encouragement continuously.
- The centre is clean and welcoming with photos of children around all the walls. The rooms are organised to allow the children to learn appropriately and to move around freely. The children have access to a large outdoor area which is divided into several different play areas.
- The furniture and equipment meets the needs of the children attending. Children were interested and occupied in activities provided and they all have equal access to all resources.
- Staff are aware of all children's needs, they take into account the individual ability of each child and aim to develop self esteem in all children. They liaise with other professionals to help them meet the children's individual needs.
- Parents are made to feel welcome and have their own rooms they can use either for privacy or to spend time while waiting for their child. Staff provide support for all parents and are always ready to talk to them at any time and they keep parents informed about their child.

An aspect of outstanding practice:

All staff are dedicated to helping the children in their care to attain levels of speech to enable them to participate in the community. Activities and resources are used to develop existing skills and great focus is placed upon building children's self esteem. The centre's ethos encourages children and parents to seek experiences to enhance their abilities. (standard 10)

What needs to be improved?

- recording of children's attendance on arrival (Standard 2);
- the information recorded in the incident book(Standard 7).

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	ensure attendance register is completed on child's arrival
7	ensure appropriate confidentiality is observed in incident book records

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at the Elizabeth Foundation is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a very clear understanding of how children learn. They plan and provide an exciting range of practical learning experiences for the children which cover all areas of learning. The staff are good role models for children, they set consistent boundaries for acceptable behaviour. They praise and encourage each child's achievement, promoting their self esteem.

The leadership and management of the group is very good. There is a very strong and supportive management team, committed to the continuing improvement of facilities for both children and their parents within the setting. There are effective evaluation and assessment systems in place to monitor and record children's learning.

The partnership with parents is very good. There is exemplary support and information available for parents, they are encouraged to support and to be involved in their child's learning. They in return are very supportive of the setting, being involved as volunteers and fundraisers,

What is being done well?

- Staff have a very clear understanding of how children learn. They plan and provide an exciting range of practical learning experiences, which are recorded photographically in experience books and on wall displays. These serve as a record of the activity, a reference point for children, and re enforce new vocabulary.
- Staff are very good role models for the children, they set achievable and realistic boundaries for the children, and encourage their understanding of right and wrong.
- Information and support available for parents is exemplary, through the policies and prospectus and distance learning packs. Parents are encouraged to support and to be involved in their child's learning, by re enforcing and using the weekly vocabulary and topic sheets at home.
- Children's communication skills are supported effectively enabling children to become confident, motivated and to form positive relationships with both adults and other children in the setting.
- Exciting and creative activities ensure the children develop all their senses, through music sessions, cooking activities and visits to place of interest in the local community.

What needs to be improved?

- opportunities to extend learning experiences for more able children.

What has improved since the last inspection?

This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children listen intently, they are confident and motivated to try new learning experiences. Children are forming good relationships with adults and other children within the setting. They have a good understanding of right and wrong, and show concern for one another. Children are encouraged to make independent choices and decisions throughout the day, and to take responsibility for their personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators, they are using language to express ideas and retell passed events, using the experience books. They understand print carries meaning, they are able to recognise and select their own names and those of their friends at registration. Children are developing their writing skills through practical activities. However there are missed opportunities for more able children to practice writing their names, staff tend to write it for them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are competent counters, and understand the value of numbers 1-10. They use and practice their counting skills in every day activities. Children are using mathematical language, for example bigger than and smaller than. They are encouraged to use and discuss shape in fun and practical activities, for example with food, using square crackers and triangular cheese.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the natural world through planned activities within the setting. They feed the birds, tend the garden and harvest the apples to use for cooking. Children explore the wider world with trips to the coast guard, airport and Sea Life centre, these learning experiences are recorded and followed with up practical activities. Children are developing their prediction and investigation skills through simple experiments, for example melting ice cubes and noting the changes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently both indoors and outside, they skilfully negotiate all obstacles whilst riding trikes and are able follow the path through the maze. They are confident users of a range of small equipment, pencils, glue sticks and paint brushes. They have a good understanding of the importance of healthy eating and looking after their bodies. They develop their balancing skills and agility, having fun using obstacle courses.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children thoroughly enjoy a variety of music making activities. They are able to repeat and create their own music patterns for other children to follow, and join in whole heartedly the singing sessions. They explore all their senses thorough planned activities, they are encouraged to describe the 'feel' the 'touch' and the 'smell' when preparing food. However there are missed opportunities for more able children to develop their scissor skills.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- provide opportunities to extend more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.