

# Hunton and Linton Underfives

Inspection report for early years provision

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<b>Unique Reference Number</b>	127270
<b>Inspection date</b>	02 July 2007
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<b>Registered person</b>	Hunton and Linton Underfives
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Hunton and Linton Underfives Pre-School opened in 1985. It operates from the village hall in Hunton, Kent. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday, term time only, from 09.15 - 12.00. There is also a lunch club on Mondays and Tuesdays until 13.00. All children share access to a secure outdoor play area.

There are currently 33 children aged from two to under five years on roll. Of these, 29 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports some children with learning difficulties and/or disabilities.

The pre-school employs nine members of staff. Of these seven hold an appropriate early years qualification and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff are proactive in keeping the setting hygienic so that children play in a clean environment. Children are beginning to understand that they must wash their hands after visiting the toilet and before eating because staff frequently remind them; the group also allocate suitable provision such as step stools and disposable towels to help children. Children are generally comfortable and protected from infection, although occasionally they wait until parents arrive to change nappies, and sometimes they dispose of dirty tissues in an uncovered container. However, children's health needs are usually met effectively by staff who have effective procedures in place for the administration of medicines and first aid. Staff provide small cushions in the book corner for children to rest on if they wish. Children take part in regular physical activity both indoors and outdoors as they explore the environment and play with toys, such as tricycles and balls.

Children are extremely well nourished because staff prepare fruit and raw vegetables on a daily basis for their snacks. They have their individual dietary needs met well by staff who work with parents to use written information detailing any special requirements regarding food. Children are exposed to a number of opportunities which help them learn about healthy eating. For example, a speaker demonstrates the benefits of eating fruit and encourages children to taste freshly prepared smoothies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff carry out effective daily risk assessments to make sure that children are cared for in clean and safe surroundings. Children play in suitable premises where the staff make every effort to maintain their security. They are unable to exit by themselves and prevented from entering the kitchen because the door is kept shut. Children use suitable and safe furniture and equipment which are appropriate to the needs of the range of those attending. Although most of the toys are stored in an upstairs area, staff ensure that children easily access a number of resources, such as writing materials, building bricks, dolls, and the book corner. All children are involved and included in the activities because the furniture is age-appropriate, child-sized and well maintained.

Children are protected from dangers because staff ensure that proper precautions are taken. For example, staff check that the environment is clear of hazardous materials and that the electrical sockets are covered. Staff frequently remind children of simple safety rules so that they are learning to avoid accidental injuries. Children are becoming aware about the dangers of fire as they all practise regular drills to ensure that everyone evacuates the building effectively in an emergency. Staff take suitable equipment on outings and ensure a high ratio of adults to children so that everyone's safety is maintained. Children's welfare is safeguarded by staff who have a sound knowledge of child protection procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enter the setting with their parents who help them settle and select their names for the post box. Children then join in free play when they congregate around adults who introduce

them to the activities on offer. For example, a number of children join a member of staff already playing on the floor with bricks, whilst some visit a table where an assistant promotes their imaginations by initiating games with dolls and puppets. Some children understand expectations and take pencils and paper from drawers in order to draw pictures but generally the empty tables are not used until projects are initiated by staff members. Children become absorbed when listening to speakers. For example, a food representative demonstrates how to make smoothies whilst talking to children about healthy eating.

## Nursery Education

The quality of teaching and learning is satisfactory. Children benefit because staff's knowledge of the Foundation Stage is sound and consolidated by information displayed for them. Children are helped to develop and progress because staff ensure that the activity plans incorporate different areas of learning and they provide appropriate activities. Staff use a key worker system and work together so that children are challenged and helped to reach their potential.

Children generally behave well and respond to adults who are interested in what they do and say. Some of them are gaining in independence as they choose which toys to play with, however, most children join adult-led activities where they are directed and helped to make decisions. Children gain in confidence and self esteem as they show everyone the articles that they have brought in to talk about. They concentrate and sit quietly for periods of time in large groups, as they listen to speakers or a story. Although staff occasionally encourage children into the book corner by reading to them, some of the seating is uncomfortable and children are rarely inspired to select their own books to browse. However, children are learning that print carries meaning as they recognise their own names and become familiar with the labels on objects around the room. They are beginning to extend their vocabulary and explore the meaning and sound of words when staff members ask them appropriate questions during an activity. For example, children's understanding of shape is starting to develop as they investigate circles, squares and rectangles. Children say and use number names in familiar contexts as they count how many are sitting on the mat and how many pieces of fruit that they have at snack time. Staff take every opportunity to encourage them and as a result children are gaining a knowledge of number. However, they generally add up in the abstract and are not extending their understanding by pointing to relevant objects. Children's knowledge and understanding of the world is gaining in leaps and bounds as they explore the newly developed sensory garden. They undertake activities, such as digging and planting and contribute towards the stimulating environment by making delightful stepping stones which reflect the light. They have some opportunities to play with technological toys and learn about the community from the many interesting people they meet. For example, children listen attentively as a lady demonstrates how her spinning wheel works and also have fun when a fireman comes to visit. Children undertake a number of activities to explore colour, texture, form and space as they colour, paint and make creations from junk. They recognise and sing simple songs from memory, and are introduced to different sounds, as they look at different instruments. Children move safely inside and out as they travel around, under and over the equipment. Staff plan purposeful activities to help children develop their physical skills and children are beginning to show awareness as they play actively indoors and out with resources, such as bicycles and balls. They recognise the importance of eating well and exercising to maintain good health. Children are increasing their manipulative skills as they use a range of small and large equipment and toys, such as scissors, building bricks, puzzles and gardening tools.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued, respected and included in the group where staff give each child equal consideration and concern. Children benefit from some activities and resources to help them value diversity although the provision is not always easily accessed. They are beginning to appreciate differences as staff introduce relevant topics into their daily play. Children are beginning to form partnerships with their peers and starting to have an understanding of cultural and spiritual development. Overall spiritual, moral, social and cultural development is fostered. Children have their specific needs met by adults who seek advice from parents and the special educational needs co-ordinator. Staff provide the best care possible in order to help all children reach their potential.

Children are learning to respond to appropriate expectations for their behaviour as staff interact appropriately when arguments occur. Children are learning to respect others and to consider the consequences of their words and actions as staff speak to them at their level explaining the implications of unwanted behaviour. Staff make an effort to praise children as often as possible so that they are gradually gaining in self esteem.

Partnership with parents is satisfactory. Parents are generally pleased with the care that their children receive because it is a very happy group where children enjoy playing. Children benefit because many of their parents are actively involved in the management committee. Children's continuity of care is enhanced by key workers who make an effort to speak with parents at the beginning and end of the sessions. However, some parents are not receiving regular feedback about their children's progress and are not contributing to their children's education because they are unaware of the short term and daily plans relating to the early learning goals.

## **Organisation**

The organisation is good.

Children thrive in the setting because the staff have a good knowledge and understanding of child development. Leadership and management is good. Children benefit because the management team are all aware of their responsibilities and implement clear policies and procedures. Staff contribute to children's progress towards the early learning goals by monitoring and evaluating their achievements in order to provide suitable opportunities for each child. Managers ensure that checks are carried out on all personnel working within the setting and employ robust systems when appointing new staff so that children's welfare is safeguarded. Children's well-being is enhanced because adults generally give high regard to the deployment of staff and they often receive one to one attention. Children's safety and ability to take an active part in the setting is maintained by staff as they provide suitable and interesting activities. Policies and procedures work in practice to promote children's health and ability to make a positive contribution. Children's security is maintained because record keeping systems are used well to meet children's needs.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group was asked to review the use of space and resources to give children extended choice. Although some consideration was given to this at the time, they are continuing to give thought to the layout in order to provide more opportunities for children.

Staff were also asked to review the use of toys and materials promoting equality of opportunity and this is also something that is still being considered.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 satisfactory.

### **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):

- provide nappy changing facilities and ensure that dirty tissues are disposed of hygienically
- consider how to further extend children's understanding of equal opportunities.

#### **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):

- provide further opportunities for children to promote their independence
- improve on the presentation of activities so that children are more attracted to them and stimulated into exploring and investigating for themselves
- provide opportunities for parents to read weekly and daily plans relating to the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)