



# Huncote Community Association

Inspection report for early years provision

<b>Unique Reference Number</b>	226419
<b>Inspection date</b>	11 January 2007
<b>Inspector</b>	Ros Church
<b>Setting Address</b>	Huncote Community Primary School, Denman Lane, Huncote, Leicestershire, LE9 3BS
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<b>Registered person</b>	The Management of Huncote Community Ass.
<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 satisfactory. 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?

Huncote Community Association Pre-School Playgroup opened in September 1977. It is managed by the Huncote Community Association management committee which delegates responsibilities to the Pre-School Playgroup Executive of which the playgroup leader is a member. The pre-school is located in the community centre which is attached to the primary school. The school is central to the rural village of Huncote which lies about seven miles south west of the City of Leicester. The pre-school uses a spacious, light room for its sessions. It also has use of a smaller room, kitchen, large storage room, cloakroom facilities and it has regular use of the school hall. The outside area consists of an enclosed grassed area which is used throughout all seasons. The pre-school is run primarily for the children of Huncote residents and most will progress to the primary school. A maximum of 30 children may attend the pre-school at any one time. The setting is open daily from 09:00 until 12:00 during term-time only.

There are currently 24 children from two years 10 months to five years on roll. Of these, 24 children receive funding for early education. The pre-school is able to support children with special educational needs and children who speak English as an additional language.

There are four staff that work at the setting. Of these, three hold recognised early years qualifications. The group receives support from the Leicestershire Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff have a sound knowledge of good practice in relation to preventing cross-infection. For example, tables are cleaned with anti-bacterial spray before snacks are served and there is a clear policy in place for caring for sick children which is shared with the parents. All children wash their hands before snacks and after using the toilet. Through this routine and discussion with staff they become aware of the importance of good personal hygiene to prevent the spread of germs. Children are well protected as all staff have attended training in first aid practice in order to deal with any minor injuries which children may incur.

Children sit together at snack time and enjoy a biscuit and drink of either milk, water or juice. They are introduced to snacks that promote healthy eating through planned themes. Thus their developing knowledge of eating healthily is limited. Staff work with the parents to ensure that children's individual dietary requirements are met.

Children benefit from being active as they participate in a variety of daily physical play activities within both the indoor and outdoor areas. Additional physical activities are also planned using the school hall which provides extra space for children's movement, or external organisations such as 'In 2 Sports' are invited to the group, this enables different types of activities and equipment to be used.

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

The provision is satisfactory.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Staff greet each family as they arrive to ensure children feel welcomed, settled and assured. Activities are set out on child sized tables within the large room, this enables children to access activities easily and encourages participation. An additional room is used for small groups and individual work with children. Children move confidently around the suitably organised hall choosing whether to be active or sit quietly and look at a book. However, some activities are not always well presented such as water play, and additional resources are not easily accessible for children to access independently to enable them to extend their play and learning. Children's work is displayed on the walls, this makes the environment attractive and helps children to feel valued.

Children stay safe in the pre-school as staff consistently follow clear health and safety procedures. Staff carry out a range of effective measures to minimise potential hazards. They conduct thorough risk assessments; check toys, equipment and the hall when setting up; and attend training to improve their practice. This ensures children can move around the setting safely and independently. Strategies are in place that contribute to children's safety, for example, the setting is secure, staff ensure only authorised persons can collect children and all visitors to the setting are recorded and supervised. Appropriate fire safety equipment is in place and practises are carried out on a regular basis to ensure children are familiar with the evacuation plan. Their welfare is suitably promoted in the event of child protection concerns. Staff are aware of their roles and responsibilities and undertake relevant training to ensure current procedures are followed.

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

The provision is satisfactory.

Children are happy and enjoy their time at pre-school. They are confident and settle quickly and readily into the routine. Children work and play independently or in groups. They develop close relationships with staff and peers. Many children are keen to access the generally good range of activities. The initial registration time is used well to encourage children to think about what activities are available and how they are going to spend their time during the session. Children show interest in the activities, and their concentration is developing as they participate in their self-chosen activity.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have a satisfactory understanding of the Foundation Stage curriculum, and knowledge of how children learn and progress. Staff work together to plan a range of interesting themes and activities which cover most areas of learning. However, the areas of learning are not identified within long-term plans to ensure that all aspects are covered. Although short-term plans are in place they do not always clearly identify learning intentions, or identify how activities can be adapted to individual learning needs. Staff know children well and carry out observations on their learning and identify their development. However, the system of planning, observation and assessment do not clearly link together to ensure all children are appropriately challenged. Staff are enthusiastic and have some good methods of teaching, they ask questions and encourage children to think and predict for themselves during activities and lively conversations.

Children are confident within the setting, they readily talk about experiences in their lives such as talking about what they had for breakfast, or about the weather they experienced when walking to pre-school. Children enjoy listening to stories during group times, and sharing their favourite books with others within the book corner. They learn how to use books and take care of them. Children have access to a generally good range of mark making resources, for example, children use paint brushes, pencils and crayons. Some children have good pencil control and are able to write their own names. They learn to link together sounds and letters, and link the sounds to letters in their names. Children enjoy using their imagination as they use the crayons and brushes to be creative when choosing to draw and paint. They learn to count well by rote,

with most children being able to count and recognise some numbers up to 10. However, they less often explore practical number calculation in well-planned activities such as comparing or combining groups of play people or different coloured bricks.

Children begin to develop their knowledge and understanding of the world as they learn about their own and other cultures, for example, they participate in activities linked to festivals such as Diwali and Chinese New year. They learn about different types of weather through activities and experiences, and have some opportunities to use information technology equipment, for example, during planned activities they use equipment such as the computer, calculators and tape recorders. Children use a variety of construction sets, for example, Lego and Stickle bricks, where they make models such as aeroplanes and cars. However, they do not consistently develop and extend their understanding of how to design and be creative using a range of different tools and materials, as resources such as scissors, hole punches and sticky tape are not easily accessible. Children enjoy singing familiar songs and moving to music. They have opportunities to use a good range of musical instruments where they learn their names and explore the different sounds of the instruments.

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

The provision is good.

Children are valued and respected as individuals. They benefit from the positive partnership staff develop with parents and carers. Staff work with parents and carers to meet children's individual needs and ensure they are fully included in the setting. Children become aware of their own and other cultures, they learn about their own community and the wider society. For example, they have visitors to the setting such as police officers and fire fighters. On outings children visit local shops and parks. They participate in a good variety of activities which are linked to festivals such as Chinese New Year, Diwali and Christmas. A good selection of resources are provided which help children to learn about different cultures. Children with special needs are well supported as staff, parents and relevant professionals work closely to ensure their needs are met.

Children's spiritual, moral, social and cultural development is fostered. Children behave very well within the setting and learn to work harmoniously together, where they share and take turns with equipment and activities. Children learn to tidy away at the end of the session and older children show care and concern for one another. Staff manage children's behaviour in a positive way, by diverting their attention, listening to them and praising their achievements. Staff assist children in their negotiations in a calm consistent and encouraging manner.

The partnership with parents and carers of children who receive nursery education is good. Parents speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. All parents are provided with the full range of the settings policies and procedures. They are kept well informed about their child's learning and well-being through daily discussions, open evenings and the opportunity to view and discuss their child's assessment records as they require. Good information is provided on the Foundation Stage curriculum, and regular newsletters are provided giving information on current themes and activities.

## **Organisation**

The organisation is satisfactory.

Children receive suitable levels of support and supervision to help them feel settled and confident in the setting. They move freely in the setting and access a generally good range of activities because staff organise space appropriately. Children benefit from staff regularly accessing training to enable them to improve the care offered. Recruitment and selection procedures are in place for staff and volunteers, however, they are not always robust enough to ensure all checks are carried out to ensure staff's suitability and children's safety. An induction system is in place for all new staff to ensure they are aware of the settings policies and procedures. Records for the safe and efficient management of the setting are in place and kept confidential. However, children's personal records are not reviewed on a regular basis to ensure that individual needs are met.

The leadership and management of the nursery education is satisfactory. The manager and staff work well together as a team. They are familiar with the Foundation Stage curriculum, although do not always use this knowledge effectively when planning activities to ensure all aspects of the curriculum are covered within long-term plans. Staff are aware of how children learn and progress through the stepping stones and plan a range of activities. However, the system of planning, observation and assessment do not clearly link together to ensure all children are consistently challenged to reach their full potential. A development plan is in place which identifies some areas of care and education. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Children Act inspection in 2004, two recommendations were agreed. Children's and staff's details which include registers and individual records are now accessible in an emergency. Written policies which include health and safety are updated yearly to ensure all relevant information is in place.

At the last Nursery Education inspection in 2004, three key issues were agreed. Children now have more regular opportunities to record their name and practise their mark making skills in freely chosen activities. This includes daily opportunities for children to access mark making activities, such as at the writing table, painting activities and during some role play activities. Limited progress has been made to the following two key issues and remain recommendations for this inspection. Activity plans are now evaluated, however, these do not always show how individual children have achieved and are not used effectively to inform assessments. Some activities include differentiation, however, this is not consistent within all activities.

## **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.

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### 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):

- develop children's understanding of healthy eating through provision of nutritious food and drink
- ensure that there is a robust recruitment and selection system in place for checking the suitability of staff
- ensure children's records are updated on a regular basis.

#### 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):

- develop short-term planning to clearly identify learning objectives and improve the frequency of observation in order to inform the assessments. Use the assessments to guide teaching and planning and to provide appropriate challenges, especially for older or more able children, based on each child's next steps in learning
- develop long-term planning to ensure all areas of the Foundation Stage curriculum are covered
- develop resources and activities to ensure additional equipment is available for children to access independently, enabling them to extend their play and learning, (also applies to care).

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