

# Huntington Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	321584
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Linda Cook
<b>Setting Address</b>	Memorial Hall, Strensall Road, Huntington, York, North Yorkshire, YO32 9SH
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<b>Registered person</b>	Huntington Pre-School
<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 good.

### WHAT SORT OF SETTING IS IT?

Huntington Pre-School has been operating for over thirty years. The playgroup is situated within the Memorial Hall in Huntington which is on the outskirts of York. The playgroup uses one main playroom, kitchen area, store room and toilets. A larger hall is used occasionally for specific activities.

The playgroup is registered for 22 children aged two to five years. Opening hours are 09.00 to 12.00 each weekday morning, and on Mondays, Tuesdays and Fridays there are afternoon sessions from 13.30 to 15.30, in term time only. The playgroup offers a variety of sessions to families from the surrounding area.

There are currently 62 children on roll, this includes 48 children who receive funded nursery education. The group supports children with learning difficulties and receive support from the Pre-School Learning Alliance and the local authority development worker.

Four staff including supervisors work with the children at each session. All staff have early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health needs are well promoted as staff follow good hygiene practices and effective policies and procedures. For example, they thoroughly wipe tables before snacks and after activities. The premises are clean and all equipment is kept clean. Children are encouraged to follow good hygiene routines, washing their hands after toileting, messy play and before eating. They are provided with individual means of drying their hands which protects them from cross-infection.

Children's first aid and emergency needs are fully met as all staff have a current first aid certificate and a fully stocked first aid box is kept on the premises. Medical needs are met by the appropriate documentation that includes parents' consent for medication and a detailed record of administrations. Accident records are maintained correctly and are signed by parents with a duplicate copy for parents to keep. A sick child policy is in place and further protects children from cross-infection.

Children are well nourished; they have a variety of snacks that are healthy and nutritious. They begin to learn about healthy eating as they discuss with staff which foods are good for you and make and taste a variety of foods as part of the planned activities. Children's individual dietary requirements are recorded and provided for. Milk and water are available at snack time and children can independently access drinking water throughout the session. They develop their independence to a good level as they help prepare and serve food. All staff hold food hygiene certificates.

Children develop their physical skills to a satisfactory level as they take part in group activities indoors. They hop, skip and enjoy completing action rhymes, dancing and moving to music. While there are outdoor play facilities on the premises, these are across the car park which means children do not enjoy free flow opportunities to the outdoors and this area is not used every day. As a result the children's opportunities to enjoy fresh air and develop their climbing and balancing skills are limited.

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

The provision is good.

Children show pride in their work as they eagerly talk about the picture they painted or the craft activity they have completed. Staff make effective use of the limited space that is available to them to display children's work and provide them with a sense of belonging. Children enjoy making choices and playing in a welcoming environment that is well organised to meet their individual needs. Practitioners provide children with an engaging, safe and developmentally appropriate range of resources that all children can access safely and make choices from independently.

Children's welfare is promoted well as risk assessments are completed ensuring children are cared for safely. Children partake in regular emergency evacuation drills so they are helped to understand about keeping themselves and others safe. Children's safety is also considered on outings; for example by completing risk assessments and providing higher adult to children ratios.

Children's safety and welfare are further safeguarded as staff have a good understanding of child protection issues and their duty to protect children. There is a designated staff member responsible for child protection issues who is supported by the registered body so children are protected. All staff and parents are made aware of the child protection procedures because information is effectively shared with them and the child protection policy is included in the operational plan, which is accessible to them at any time. All staff attend child protection training and this is updated.

Children learn to keep themselves safe because staff use effective safety procedures that minimise the risk of accidental injury, as they remind and encourage children to play safely. Children help to tidy the toys from the floor and have regard for each other during play activities. All required safety features are available and the security of the premises is well managed. The door is kept locked during the session with a bell system for entry and record of visitors maintained. Children play safely because practitioners minimise risk by regularly checking toys and equipment and by restricting access to areas such as the kitchen.

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

The provision is good.

Children are happy and settled. Good relationships between them and the staff are evident and children approach staff in a relaxed and confident manner. Staff interact very warmly and enthusiastically with children, speaking kindly and calmly to them, which ensures that children feel confident and self-assured. Children are busy and content. They become involved and interested in everything they do. There is a good balance of child- and adult-initiated activities available to them. They enjoy coming together at group times, listening carefully to stories and contributing to them. They enjoy and participate in an increasing range of action rhymes and children's songs. There are lots of opportunities for children to engage in activities using their senses, such as sand, water and paint.

### **Nursery education**

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage and how children learn effectively. They plan an interesting curriculum with a broad balance of activities which are adapted to meet individual children's needs and interests. Planning clearly links to the stepping stones and covers all areas of learning. Staff conduct thorough observations and evaluations of what children can do; they use their findings to plan for the next steps in the child's development and ensure that the child's progression is recorded in their development file. These steps ensure that children make good progress and their individual next steps in learning are planned for.

Children are interested and motivated to learn. They quickly settle to task and remain engaged in activities, showing good levels of concentration. For example, when using the computer or creating the desired effect in their craft work. They sustain attentive listening and ask relevant questions. They sit quietly and listen carefully when appropriate, such as at story times and circle time. There are many opportunities for children to develop their independence as they wash and dry their hands, put on their aprons and spread the bread for their snack. Children confidently link sounds and letters, many naming and sounding the letters in their names. Older and more able children can write their names, with all children beginning to form recognisable letters.

Most children count reliably up to 10, and some beyond. They perform simple problem solving exercises as they count the number of children, the number of pieces of fruit at snack time and are able to work out if there is sufficient and how many pieces there are for each child. Children show a keen interest in exploration and investigation. They demonstrate a good awareness and understanding of change as they monitor the growth of their sunflowers, learn how tadpoles develop into frogs or how ice melts into water.

They engage in activities, such as making samosas, with great enthusiasm and are gaining an awareness of cultures and beliefs as they celebrate festivals from their own cultures and those of others. Children engage whole-heartedly into role play. They quickly take on the role of the greengrocer serving customers and weighing the vegetables before putting them into bags. They enjoy a range of craft activities and can recognise colours. They develop good hand-eye coordination; they skilfully use a variety of tools, such as pencils, paintbrushes and scissors, and they pour drinks with precision.

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

The provision is good.

All children are welcomed to the setting and are valued as individuals. Staff recognise children's individual needs and respond sensitively to these. Children become appropriately aware of cultural diversity as they take part in interesting and exciting activities linked to cultural festivals, such as Chinese New Year, Diwali and Christmas. They become aware of their local community as they visit places of interest, and visitors to the setting bring added interest to the activities and increase children's awareness of the wider world. Children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and disabilities are well supported. Policies and procedures are in place to ensure staff are fully aware of their additional needs and they work closely with parents and outside agencies to promote their development. Children are well behaved and beginning to respect the rules of the setting, such as sharing and being kind to each other. Adults are calm and positive with the children, creating a relaxed, happy environment where children's self-esteem is promoted. The children respond to requests to help to tidy up and are beginning to show concern for others as the older children support the younger children through a buddy system.

Partnerships with parents and carers are good. Mutually respectful relationships are built, beginning at the pre-admission visits. Information is shared verbally at delivery and collection, and through regular newsletters and notices. The key worker system provides parents with a point of contact. A complaints procedure and log is in place to comply with the requirements of the National Standards, however, parents are not provided with Ofsted's contact details. Information is readily available for parents regarding the setting and its policies and procedures. Written and verbal feedback from parents is extremely positive and they speak highly of the staff and the care and education their children receive.

Partnership with parents with regard to nursery education is also good. Parents receive good information about the Foundation Stage through newsletters and the pre-school prospectus. They are well informed about their child's progress through the home to pre-school books which are completed by the children's key worker, and parents are encouraged to add their observations and contribute to the children's learning.

## **Organisation**

The organisation is good.

The available space indoors is organised very effectively to promote children's welfare and learning and the daily routines generally support their learning and play. However, the current arrangements for snack time sometimes interrupts children's learning and the children do not have daily access to an outdoor learning environment which reflects the early years curriculum.

Rigorous recruitment and selection procedures are in place to ensure the suitability of all staff and volunteers. All staff hold an early years qualification and are experienced child carers. A staff appraisal system is in place to monitor performance, promote personal development and to recognise strengths within the team. Staff recognise the importance of training and continually update their knowledge to help them promote children's welfare and to keep abreast of changes.

The leadership and management of the nursery education are good. The staff work effectively together as a team and have a good understanding of their roles and responsibilities in developing children's learning, and are committed to this. They have regular meetings to plan activities and all staff are involved in the planning and assessment process.

There is a range of clear policies and procedures in place, these are regularly reviewed and made available to parents. All requirements for record keeping and documentation are in place to meet the National Standards. These include records of attendance, staff files and individual children's details. Documentation is well organised and stored securely to maintain confidentiality.

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

## **Improvements since the last inspection**

At the last inspection the setting was asked to ensure the playroom floor was suitably maintained, that all medication records were signed by parents and to develop children's opportunities to independently select resources and make choices.

The playroom floor has been sanded and all medication records are now signed by parents, helping to further ensure children's welfare and safety. Children develop their independence to a good level as they now select from a wide range of resources and activities made available to them throughout most of the session.

## **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 complaint 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):

- ensure parents are provided with Ofsted's contact details
- increase children's opportunities to develop physical skills, in particular their climbing and balancing skills (also applies to the nursery education)
- ensure the arrangements for snack time do not interrupt children's learning (also applies to the nursery education).

#### 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):

- further develop the outside play facilities to ensure the early years curriculum is reflected in the outdoor learning environment.

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)