

West Huntspill School Under Fives Group

Inspection report for early years provision

Unique reference number	142932
Inspection date	02/03/2009
Inspector	Judith Goodchild
Setting address	New Road, West Huntspill, Highbridge, Somerset, TA9 3QE
Telephone number	01278 789234
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

West Huntspill Under Fives Group opened in 1976. It is a committee-run organisation, which operates from purpose-built premises within the grounds of West Huntspill Primary School with whom it has established links. They also share the school garden. Access and facilities are suitable for children with physical disabilities. In the pre-school, there are currently 19 children in the early years age group on roll and the setting is in receipt of funding for three and four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities. The group opens three and a half days a week during school term times. Pre-school sessions are from 09:00 to 15:00 on Monday, Wednesday and Friday and 09:00 to 13:00 on Tuesday. There are five staff who work with the children. The manager has NVQ 4 qualification and is studying for a foundation degree in teaching and learning. All other staff hold an NVQ 3 qualification. The setting has links with a local Children's Centre and receives support from the Early Years Advisory Service. The pre-school is on the Early Years Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. West Huntspill Pre-school is a good setting with inclusive provision that successfully meets both the welfare and learning needs of children. Behaviour and social relationships are good and children are well cared for. Progress on the recommendations from the previous inspection has been good and the Early Years Foundation Stage (EYFS) framework is well embedded in daily practice. Capacity for continued improvement is good and is based on good self-evaluation procedures that involve all staff.

What steps need to be taken to improve provision further?

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

- develop links with the primary school to extend learning opportunities and aid transition
- develop and refine assessment systems so that progress can be measured over time to ensure that children are helped to learn and develop to their full potential

The leadership and management of the early years provision

The pre-school is well led and managed and runs smoothly on a day to day basis. The arrangements for safeguarding children are excellent. There is strong team ethos amongst staff and all contribute towards the good self-evaluation process and have a shared commitment to improvement. All staff benefit from an appraisal system that ensures they receive appropriate training to continue to develop their skills. Daily staff meetings review activities and form the basis for adaptation of

future activities to ensure that children's learning and development needs are met. Because of the high ratio of well trained staff the setting is able to effectively plan to meet the needs of individual children. Focused observations by their key worker ensure that children make good progress towards meeting their individual learning goals. Systems are in place to track the progress children make based on their starting points but the setting has recognised that these need to be further developed and refined.

There has been good improvement since the previous inspection and the introduction of the EYFS framework, and training courses related to it, has helped the pre-school to successfully address the recommendations made. Daily planning sheets have a specific focus on developing children's skills in literacy and numeracy. Documentation relating to children's care and welfare is regularly updated and information shared with parents. Links with the primary school are developing and children benefit from an afternoon session in the library where they are read a story and can select books to take away with them. The further development of these links to extend the range of learning opportunities and aid transition into the Reception class has been recognised by the pre-school as an area for development.

Links with parents/carers are good. Termly meetings with their child's key worker give them the information on how their child is progressing and staff are always available to talk to parents if they have any concerns. The pre-school offers flexible attendance arrangements to meet the needs of parents/carers. Weekly newsletters inform parents of the activities children have taken part in. The manager attends meetings with external agencies that gives greater insight into the background of children and helps the team to provide more effective support. A high priority is given to the welfare of children and the relevant policies and procedures to ensure this are in place.

The quality and standards of the early years provision

A high priority has been given to developing children's independence and confidence. For example, children who are unable to speak in a group setting are helped, through the use of signs and symbols, to communicate and, because of this, their confidence and self-esteem develops well. Children are encouraged to choose their own activities whilst at the same time being sensitively guided towards activities that will develop the skills needed towards meeting their early learning goals. In the morning sessions, they take responsibility for choosing the time to take their break and what healthy snack they have. They understand the basic concepts of hygiene. Role play plays an important part in the personal development of children and they enjoy the opportunity to dress up. They benefit from good resources to support this and other activities. The outside area is used well and children clearly enjoy the singing games and take part in the actions with enthusiasm. Achievements are celebrated by awarding 'stickers' which children value. They make good progress in their learning and development.

Children understand how to play safely both inside and in the outside play area. They benefit from road safety training to increase their awareness of potentially

dangerous situations. Behaviour and relationships are good and children play well together despite the differences in age. This makes a good contribution towards the calm, purposeful atmosphere in the pre-school. There is a quiet area for children to look at books and they enjoy their visits to the library in the primary school. Recent training on linking sounds and letters is helping children to develop their early reading skills. Children's awareness of number is supported well. It is incorporated into a range of daily activities such as counting and displays around the room help to develop number recognition and link the number with the word.

Children learn and develop well because of the high ratio of well trained staff to children and effective planning based on on-going assessment of the progress children make. However, the pre-school has rightly recognised the need to further develop and refine existing systems so that progress over time can be more effectively measured and ensure that all children are helped to learn and develop to their full potential.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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 C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.