

East Huntspill Pre-School Learning Alliance

Inspection report for early years provision

Unique reference number	142923
Inspection date	02/03/2009
Inspector	Claire Meese
Setting address	New Road, East Huntspill, Highbridge, Somerset, TA9 3PT
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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

East Huntspill Pre-School is run by a parents committee and operates from a building on the site of East Huntspill Primary School. The pre-school has a kitchen and two separate toilets adjoining the main playroom. The group has use of an outside area next to their building, part of which is covered. They are also able to use the school's adventure play area, main playground, school field and the school hall. The premises are all at ground level which means there is full access to all parts of the building for children with disabilities. The group is registered on the Early Years Register for a maximum of 20 children. There are currently 14 children from two to four years on roll. This includes 12 children in receipt of government funding. The group opens five days a week during term time only. Sessions are from 09:00 to 12:00. Children attend for a variety of sessions. There are two regular staff working with the children. The supervisor has a level 3 early years qualification and her assistant is working towards one. The group are supported by a paid administrator and a teacher from the local authority. It has links with Early Years Foundation Stage provision in the primary school.

Overall effectiveness of the early years provision

East Huntspill Pre-School is a satisfactory setting overall. It has some good features, notably; children are happy and build good relationships in the welcoming and friendly environment. Their learning and development is soundly supported and they are sensitively cared for. It is an inclusive setting that values and respects the background and needs of all the children. Improvements arising from the recommendations in the previous inspection report have been made and the committed staff team are keen to seek advice and training to improve the setting further. This means it has a satisfactory capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure that assessment information is used to inform next steps in learning to enable all children to be challenged and maximise their achievement
- set up systematic monitoring and evaluation procedures to enable the pre-school to identify its strengths and weaknesses and use the findings to prioritise future improvements

The leadership and management of the early years provision

The leadership and management of the setting are satisfactory. The staff team and management committee work together to meet the needs of the children. All the necessary policies and procedures to ensure its smooth running are in place and being implemented. The administrator plays a significant part in this. Priority is given to children's safety and security. Risk assessments and safety checks are

routinely carried out, and all records such as daily registers and accident and medication reports are used well to support children's ongoing health and safety. Safeguarding procedures are good and understood well by all staff.

Parents are positive in their views about the setting. They are made to feel welcome and discuss their child's needs with staff frequently. They are invited into the pre-school when special events occur, for example the African drummers performance. They are given useful information when their child starts pre-school which helps them to understand how the setting runs. Information for parents to enable them to be involved in their child's learning or opportunities to contribute in an ongoing way to assessments are developing. Strong links exist with outside agencies that give advice on children with learning difficulties and/or disabilities. This means these children receive good support. This is further reinforced by effective liaison between staff where children attend more than one setting. Established links with the primary school enable resources to be shared and continuity to be provided when children move on to the next stage in their education.

Actions have been taken to address all the recommendations in the previous inspection report. Some of these have been more successful in their impact than others. For example, children now have independent access to a greater range of play equipment enabling them to make more choices in their learning but planning and assessment procedures still need further refining if they are to meet the full range of learner's needs. The system used for self-evaluation in the setting, is informal and reliant on discussion and reflection in staff meetings. Recently, information has been recorded but it is not yet used to clearly identify areas that need to be improved. There is a need for a more rigorous self-evaluation system to move the setting forward in implementing improvements faster. Staff willingly undertake professional development training to improve their knowledge and skills. An advisory teacher from the local authority offers support to the setting.

The quality and standards of the early years provision

Children really enjoy their time in this setting because staff take time to build positive relationships with them and therefore know them well. This helps them to feel very secure and valued, so enabling them to feel confident in their play and learning. Staff act as positive role models and provide positive examples of inclusion, for example, by incorporating simple signing into various daily routines.

Children have access to a good range of resources that support their progress and development across all areas of learning. Equipment is organised in ways that allow children to make choices and access it safely on their own. This has a positive impact on them developing their self-care and independent learning skills. For example, before starting a design and make activity, two children go together to collect aprons and help each other with the fastenings and another child spontaneously collects a dustpan and brush to sweep up some sand that spills over the edge of the tray while she is playing. Although there is a satisfactory range of learning activities on offer in the outdoor learning areas, this is an aspect of learning that is under developed because children are not given the opportunity to

flow freely between the indoors and outdoors frequently enough. Likewise, whilst the setting has a computer there are periods when it is not made available to children and this limits the development of their Information Communication Technology (ICT) skills.

Planning indicates that there is an appropriate balance between adult-led and child initiated activities. Staff gather information about children by observing them as they play and complete tasks. This information is sometimes recorded but opportunities are also missed. On some occasions this makes it hard to plan accurately for the next steps in children's learning and slows their rate of progress.

Staff supervise children well. They explain tasks carefully and support them in their learning. However, questioning skills could be used more effectively to extend children's thinking further. For example, when making musical instruments, accurate counting skills are reinforced but opportunities to develop mathematical concepts and language to do with capacity are missed as children pour peas and lentils into different shaped containers.

Children's good health and well-being is promoted well. They independently access fresh drinking water and enjoy the healthy snacks provided for them. They also understand the importance of washing their hands before they eat their snack.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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.