

# Huntington Under 5's Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	305120
<b>Inspection date</b>	29/06/2009
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<b>Setting address</b>	Village Hall, Butterbache Road, Huntington, Chester, CH3 6DB
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<b>Type of setting</b>	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 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

Huntington Under 5s is managed by a volunteer committee of parents and carers. It has been operating since 1982 and is situated in the village hall in Huntington, Chester. The playgroup is open each weekday from 09.15 until 12.15 during term time only. Children have access to a secure area for outside play.

The setting is registered on the Early Years Register and a maximum of 28 children may attend at any one time. There are currently 47 children in the Early Years Foundation Stage (EYFS) on roll and the setting provides funded early education for three and four-year-olds. The setting currently supports a small number of children who speak English as an additional language. There are nine members of staff, of whom, eight hold appropriate early years qualifications. The group is a member of the Pre-School Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress and are at the heart of everything that happens in the well organised, enabling indoor and outdoor environment. The setting's whole team collaborative and supportive ethos creates an exemplary commitment and a very strong capacity to improve. Rigorous self-evaluation procedures provide solutions to overcome barriers and create an inclusive environment where families are all valued. Planning systems and partnerships with parents, carers and other providers within EYFS are evolving. Children are vigilantly safeguarded and their welfare requirements are well met.

## What steps need to be taken to improve provision further?

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

- build on current good practice by increasing links with parents, carers and other providers within EYFS
- increase opportunities to use identified next steps for individual children to inform and differentiate future planning.

## The leadership and management of the early years provision

The whole management and staff team demonstrate a very strong commitment and exemplary capacity towards continual improvement as they work towards achieving high quality care and education for children. This is evident from the large number of significant improvements made since the last inspection that improve outcomes for children and their families. Innovative solutions are carefully researched and successfully introduced to resolve key issues. For example, one staff member has an additional role as administration manager to provide continuity and proficiency as committee members change from year to year. A support assistant is employed to prepare snacks and deal with daily tasks, which

allows key workers to concentrate on the care and education of children. Vast improvements within the premises, such as new toilets, new resources and equipment and an improved outdoor area, create a healthy, comfortable, enabling environment where children learn to respect and value their surroundings. Strategies have been successfully introduced to overcome any barriers to create a more cohesive and inclusive organisation. For example, the daily task of putting out and clearing away all the equipment within the shared premises has improved with the introduction of large trolleys, clear systems and team roles so that it does not impact on time spent with the children. A whole setting self-evaluation approach is employed to clearly identify further key areas for improvement and parents, carers, staff and children are consulted to highlight further issues. Action plans are regularly reviewed, updated and outcomes shared with everyone involved. Staff have clear roles and responsibilities and work well together as a team. They are highly motivated, supported and strongly committed to further raise their skills and qualifications. Staff often attend evening meetings and one key staff member is currently completing an early years degree. The culture of informed, critical reflective practice is developing further with the recent introduction of shared staff observations.

Children are fully safeguarded through comprehensive policies and procedures, rigorous recruitment and employment procedures and ongoing appraisal systems. Safety is given a high priority throughout and a wealth of risk assessments completed to promptly identify potential hazards. Effective partnerships are maintained with parents and appropriate support agencies, such as speech therapists, to ensure that children's additional needs are recognised and supported at an early stage by everyone involved. Inclusion audits are completed to ensure that the setting is accessible to everyone. Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives. Linguistic diversity is valued and opportunities for children to develop their home language in play and learning are provided. For example, staff and children are skilled in using signs to support speech and this includes signage in different languages.

The two-way flow of information with parents and carers promotes a shared understanding of children's individual needs and involves parents in practical ways to support their child's learning and development. Information is shared in letters, notices, during informal discussion or in e-mails. A rota for parents to help during a session provides practical and meaningful opportunities for discussion and involvement in their child's learning within the setting. Parents comment that they are very happy with the overall quality of the provision, although some parents would appreciate further opportunities to discuss their child's individual progress. Strong links are maintained with primary schools in the area and information sharing processes create a smooth transition for children. However, information links with children's other providers within EYFS are at an early stage and do not fully promote the integration of care and education for children and families.

## The quality and standards of the early years provision

Children develop independent, active learning and self-motivation in the stimulating enabling environment. Activities flow smoothly, as children confidently move freely and safely between the indoor and outdoor areas. For example, children eagerly refill a watering can and water the plants outside with staff's discreet support. Children confidently choose their own activities and learn to make their own decisions. Resources include a varied selection of natural materials and everyday objects to enhance play opportunities. Areas are organised to create communication friendly spaces, such as dens or cosy, quiet areas. Staff skilfully observe, analyse and identify next steps in learning for each child. Starting points are clearly established in a shared document and discussion with parents. Systems are regularly reviewed and improved to promote consistency and to provide the best possible opportunities for children. Children's individual profiles provide a vibrant record of their learning journey in photographs, work examples and observations. Planning procedures are evolving to maintain a clear view of the learning journey for all children. Children's preferences and interests are successfully identified to inform planning, and spontaneous opportunities to extend learning are explored. For example, children show interest in patterns and properties of water when they help to wash equipment outdoors. A large tray of water and wet footprints promotes children's curiosity as they make comparisons and note differences in size, amounts, shades and textures. However, planning is often activity led and appropriate learning opportunities for individual children or children who need extra support or more challenge are not clearly identified.

A healthy lifestyle is actively promoted throughout the setting. Well organised outdoor areas and the free-flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Snacks consist of well balanced, nutritious options which children clearly enjoy. Children help to cultivate fruit and vegetables in raised beds and eagerly help to pick strawberries for their snack. Circle times and snack times are relaxed, social occasions, where staff and children share information and enjoy each other's company. Independence skills are actively promoted when children help themselves to a drink of water or know where to find a tissue to blow their nose. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they proudly use a whistle to announce tidying up time or work collaboratively to clear away resources. They are encouraged to develop skills for their future well-being as they learn to solve problems together when, for example, children negotiate and learn through trial and error as they build a tower of tyres. Children are well behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models. Children develop a strong awareness of the wider world and learn about their local environment on regular outings in the area and during visits from significant people within the local community.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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