

Huntingfield Pre-School

Inspection report for early years provision

Unique reference number	EY385402
Inspection date	12/05/2009
Inspector	Rebecca Elizabeth Khabbazi
Setting address	Addington Methodist Church, Huntingfield, CROYDON, CR0 9BA
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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 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

Huntingfield Pre-School registered under the current private provider in 2008. The setting operates from a church hall in the Addington area within the London Borough of Croydon and serves the local community. There is a garden area for outdoor play.

The pre-school is registered on the Early Years Register to care for a maximum of 48 children at any one time. There are currently 56 children aged from two to five years old on roll. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The group is open Monday to Friday, during term time, from 09:30 to 12:00. A lunch club operates from 12:00 to 13:30 on Thursdays. Children attend for a variety of sessions.

There are nine staff who work with the children, of these, six hold recognised early years qualifications. The setting receives support from the local authority through an Early Years Advisor.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting promotes all aspects of children's welfare and development successfully. Children are safe and well cared for in the welcoming, inclusive environment. Strong partnerships with parents help ensure that all children are included and make good progress in their learning, given their starting points and capabilities. Regular monitoring and evaluation of the setting by the manager and staff team means that areas for improvement are promptly identified and clear targets are set for future development.

What steps need to be taken to improve provision further?

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

- continue to extend relationships with other providers delivering the EYFS for a child or group of children, in order to ensure progression and continuity of learning and care
- further extend outdoor learning opportunities for children across all areas of the curriculum
- ensure confidentiality is maintained in relation to recording of accidents

The leadership and management of the early years provision

Children are cared for by a consistent, well qualified staff team who have been appropriately vetted. Staff work well together as a team and share tasks and responsibilities throughout the session. All of the required documentation that safeguards children's welfare and contributes to the smooth day to day running of

the setting is in place, and most is maintained appropriately and kept up to date.

The manager uses feedback from staff and parents to evaluate the provision and develop an ongoing development plan for the setting. Targets set for improvement lead to positive outcomes for children, such as changes to the layout of the cloakrooms to enable children to access them independently, and an increase in information technology resources to support children's developing skills.

Parents are provided with a wealth of information about the setting and are kept up to date through notice boards, newsletters and regular meetings. Staff work closely with parents to meet children's needs and ensure there are opportunities for parents to contribute information about their child to ongoing assessments of their progress. The setting has also begun to strengthen links with other providers delivering the Early Years Foundation Stage (EYFS) to children who attend, in order to ensure continuity and progression in learning, but this is not yet fully developed.

The quality and standards of the early years provision

Children are cared for in safe, welcoming premises where they settle quickly. They grow in independence as they move freely around the well-organised space available, select resources for themselves and pour their own drinks when they are thirsty. They can easily access a wide variety of good quality play materials and resources on a daily basis. Children follow simple good hygiene routines when they wash their hands before they eat or after they use the toilet, which helps protect them from the risk of cross-infection. They make healthy choices as they help themselves to fruit and crackers from the snack bar, and fresh drinking water is available throughout the day.

Children are confident and settled at the pre-school. They have good relationships with staff and each other and respond well to the clear boundaries and expectations set for their behaviour. They join in with activities enthusiastically and are motivated to learn. Staff make regular observations of children's achievements. Information gained from these observations and assessments is used effectively to ensure that planned activities build on children's existing skills and knowledge and help them progress towards the next steps in their learning. Children enjoy a broad range of interesting and stimulating indoor activities on a daily basis and they also play outside in the fresh air every day. However, although a rota of outdoor resources is used to ensure variety, staff do not currently routinely plan for the outdoor learning environment across all areas of the curriculum.

Children are keen to communicate and they confidently start conversations with their friends and share their news at circle time. They enjoy songs and stories, and staff skilfully use props to capture their imaginations and ensure everyone can take part. Children start to recognise the sounds that letters make and some write simple words. They count confidently and older children begin to use their number knowledge to solve simple problems during circle time activities. Children enjoy sitting at the big craft tables and choosing resources to make and create things, and they use their imaginations as they play in the 'supermarket' role play area.

They confidently use computers to complete simple programmes and they learn about the world around them through topic based activities such as mini-beasts, up in the air, or people who help us. Children enjoy their time at the setting and benefit from a well planned daily routine that ensures they are occupied and stimulated throughout the session.

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?	2

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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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