



West Huntspill School Under Fives Group

Inspection report for early years provision

Unique Reference Number	142932
Inspection date	19 October 2005
Inspector	Anne Legge
Setting Address	New Road, West Huntspill, Highbridge, Somerset, TA9 3QE
Telephone number	01278 789234
E-mail	
Registered person	West Huntspill School under Fives
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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?

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. Children have the use of a large playroom, secure garden area and toilets. They also share the school garden and swimming pool. The group serves the local and surrounding area.

In the pre-school, there are currently 13 children on roll, aged from 2 years to 5

years, including 6 funded 3-year-olds. There are 43 children, aged from 2 to 11 years, on roll at the out-of-school clubs, and 20 of these are aged under 8 years. Children attend for a variety of sessions. The setting welcomes and supports children with special needs.

The group opens 5 days a week during school term times. Pre-school sessions are from 09:00 to 15:00. A breakfast club and after school club offer care from 07:55 to 08:55 and from 15:10 to 18:00. There are 5 staff who work with the children. The manager has an appropriate child care qualification and all other staff members are working towards qualifications. The setting has close links with the school and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have many opportunities to be physically active, developing their skills and fitness. All groups regularly use the outdoor area for ball games and physical challenges. Pre-school children use wheeled toys, skilfully pedalling, pushing and scooting, or avoiding obstacles. They enjoy a good variety of indoor physical activities, such as moving to music, climbing and balancing on the climbing frame, or crawling through a tunnel. They walk to local amenities, such as the library van or post box.

Children learn to make healthy food choices. They eat fruit and vegetables at their pre-school and after-school snacks, and can choose healthy cereals and spreads for breakfast. After-school tea also provides them with healthy options, such as fruit, pasta and cheese. Healthy drinks are always available, and staff ensure that children have plenty of fluids, reminding them to drink, if necessary. Children's dietary needs are known to staff and fully met, including in the planning of snacks and meals to suit children with allergies.

Children receive good care when they are unwell or injured. All staff have current first aid qualifications. Consents and most procedures are appropriate, so that information about children's health is shared effectively with parents. Children are protected from infection, as staff ensure that the premises are clean and that sick children are appropriately excluded. Children learn good hygiene routines regarding hand washing.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children enjoy the excellent facilities of their purpose-built premises, where the ample space is used very effectively to provide them with a variety of play experiences. They choose from a very good range of toys and resources, which are appropriate for their different ages and all in good condition.

Children are very safe, at the pre-school and during out-of-school sessions, due to the staff's clear understanding of all safety issues. They carry out thorough daily checks on the building, outdoor area and equipment. They safeguard children effectively in emergencies, by completing monthly fire safety checks and regular fire drills with the children, at all groups. There are very good procedures to protect children from being collected by unsuitable people, and for their safe transfer between the school and out-of-school clubs. The premises are completely secure, with locked doors and admission only by ringing the bell.

Children learn to be aware of hazards and to reduce risks for themselves, as staff warn them about, for example, the danger of socks on slippery floors. They are very well protected from abuse or neglect, due to the staff's recent training, excellent understanding, and considerable experience, of all child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children attending the out-of-school clubs enjoy a good variety of interesting activities. They choose from their own equipment, including games, a computer, crafts or outdoor activities, such as tennis. They also have access to many of the pre-school's resources, such as paint or dough, if they choose to use them. They make independent choices about activities, and have opportunities to relax or to be physically active or creative. They contribute to the running of their clubs, for example, by making cards, as a means of fundraising.

The youngest children at the pre-school are settled and happy, and they take part in a wide range of appropriate activities. They enjoy long periods of free play, which are balanced with some structured activities. They develop their communication skills, as staff talk effectively to them and encourage their efforts. They have opportunities for sensory play, using the dough, paint or sand, and they become confident and independent, removing their own shoes, or helping themselves to resources. They concentrate well in large-group activities, although some of these activities are not appropriate for their age. Staff are not familiar with the Birth to three framework, but they provide many activities which cover aspects of it.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of learning, due to the staff's clear understanding of the Foundation Stage curriculum. They observe children's achievements and have recently introduced a comprehensive system for tracking progress towards the early learning goals. They use assessment information effectively, to plan activities which will help children move to the next stage of learning. Children are challenged appropriately over time, as staff introduce more structured teaching and further opportunities to make choices, as they approach school age.

Children develop their language and thinking skills, as staff interact skilfully with them, for example, by asking questions about what they are doing, or supporting role

play. They learn about letter sounds, as they discuss the sounds which make up familiar words, such as days of the week, and they practise recognising and writing their name. They enjoy stories in the book area, and make marks in the writing area, but they do not always write for a variety of purposes, such as in their role play.

Children count in daily routines and activities, and they use mathematical language in their play, such as when comparing sizes or shapes of dough models. They do not always have opportunities to recognise numerals or develop their understanding of number patterns. They learn about the natural world, as they explore the patterns of different leaves. They develop their creativity in a wide range of art and craft activities, and in lively and well-supported role play.

Helping children make a positive contribution

The provision is good.

Children behave exceptionally well, in the pre-school and in out-of-school clubs. They respond to the positive approach of staff, who praise them generously for good behaviour, such as tidying up at pre-school or helping younger children in the after-school club. Children's spiritual, moral and social development is fostered. They show awareness of the needs of others, and learn to share resources and care for each other. They relate very well to each other and to adults, and enjoy each other's company.

Children's individual needs are met, as staff know them very well and plan activities which are consistent with their interests. They learn about different faiths and cultures, as they celebrate a range of festivals and use resources which show diversity in a positive light. Children with special needs are very well supported and included, as staff work closely with the school and parents, to meet their needs.

Partnership with parents is good. Children's care is consistent, as parents receive detailed information about policies and procedures, and pre-school parents have good information about the curriculum. Regular newsletters and the notice board provide current information about activities, to enable parents to be involved in their child's development. Parents of pre-school children now share and contribute to good systems for recording their child's progress, when they meet key workers, at termly meetings.

Organisation

The organisation is good.

Children enjoy a rich variety of play experiences, in a well-organised environment, where space and resources are used very effectively. Staff ratios are good and children receive plenty of individual attention. They are settled and happy at the pre-school and in the out-of-school clubs. Their care is underpinned by all the required documentation, although registers do not show exact times of attendance at the out-of-school clubs, and some documents lack the required detail or are not shared appropriately with parents.

Leadership and management are good. The committee and staff work together closely, to ensure that children receive good quality care and education. There are effective systems to monitor the quality of provision, including staff appraisals and regular evaluations of activities and topics. Children are cared for by experienced staff, who are committed to training, and to regularly updating their skills and understanding. New systems for assessment and planning securely underpin the staff's ability to meet children's individual learning needs. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, parents of children attending the out-of-school clubs have been better informed about policies and procedures, as separate documents are now available for them to read. New systems for tracking the progress of funded pre-school children, towards the early learning goals, ensure that staff and parents are now fully aware of children's achievements and the next steps in their learning.

Complaints since the last inspection

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.

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 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):

- continue to improve the planning of suitable activities for the youngest children, by developing staff's knowledge and understanding of the Birth to three framework
- ensure that all documentation, which promotes children's care and welfare, is regularly updated, to include all the required details, and is shared

appropriately with parents, especially medication records, daily registers and records of significant incidents

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):

- extend children's understanding of numbers and of writing for different purposes, by providing more opportunities for recognising numerals, comparing groups of objects, and writing, in daily routines and activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk