

Huncote Community Association

Inspection report for early years provision

Unique reference number 226419
Inspection date 19/04/2010
Inspector Tara Street 37553

Setting address Huncote Community Centre, Denman Lane, Huncote,
Leicester, Leicestershire, LE9 3BS

Telephone number 0116 2861189 01162864854

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Huncote Community Association is a pre-school playgroup which is run by a voluntary management committee. It opened in 1977 and operates from rooms within the community centre which is attached to Huncote Primary School in Huncote, Leicestershire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 30 children aged two to five years may attend the setting at any one time. The setting is open five days a week from 9.00am to 12.00pm term time only.

There are currently 39 children on roll who are within the Early Years Foundation Stage. Of these, 34 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold appropriate Level 3 qualifications in early years, one holds a Level 2 qualification and one holds Early Years Professional Status. The setting is a member of the Preschool Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming and child-friendly pre-school group. Staff are highly motivated, work well as a team and have a good understanding of the Early Years Foundation Stage Framework. Consequently, children make good progress in their learning and development. Effective partnerships with parents and other early years agencies ensure that children's individual needs are fully supported. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. The pre-school is led by motivated and experienced managers who embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- promote children's experiences by providing a more varied range of different writing media available at the mark-making area.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place together with clear procedures for the induction of new staff. Managers and staff have a good understanding of health and safety issues. Annual and ongoing risk assessments are completed and cover all aspects of the indoor environment, the outdoor areas and outings. Staff routinely verify the identity of all visitors to the pre-school group and have a visitors book in place. Managers and staff are very competent, caring and demonstrate a very good understanding of their roles and responsibilities. Deployment of resources is good. For example, staff are successfully deployed to support the children's learning and welfare and make good use of the available space, despite using a shared building where they have to set up and clear away at the end of each session.

Managers and staff are very motivated and passionate about their work, they strive to improve practice at all times. For example, through the completion of their self-evaluation system they monitor and evaluate the quality and standards at the pre-school and through the use of parent questionnaires they establish good partnerships. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify any training needs. Recommendations made at the last inspection have been fully addressed and have had a positive impact on outcomes for children. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can, regardless of their background. All staff demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Good links have been established with all other settings providing for children in the Early Years Foundation Stage which ensures a complementary framework and continuity of learning and care.

Children benefit from the warm and relaxed relationships that have been established between their parents and the pre-school staff. The staff dedicate time getting to know children and their families, fostering very good relationships and helping to ensure that children settle quickly and feel secure. Parents are very well informed regarding their children's care and are routinely involved in their child's continuous learning and development. The daily exchange of information both verbally and through written information ensures that children's changing needs are consistently met. Parents are kept up to date with information regarding the group through the use of a parents' notice board and regular newsletters. There are good opportunities for parents to become involved in the life of the pre-school. For example, parents are welcome to participate in committee meetings, help in the pre-school and are encouraged to support fundraising events throughout the year.

The quality and standards of the early years provision and outcomes for children

Children benefit from a well-organised environment and from the staff's very good knowledge and understanding of how to develop learning through play. Children are eager to learn, they are confident and very happy in this welcoming setting. Children experience a range of opportunities to make choices about their own learning as they freely access a wide range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Children respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. For example, children enthusiastically help staff to build and decorate a large toy train from a wide variety of junk modelling materials. Staff interaction is good, staff know the children very well, ask open-ended questions and support children as they play. Children work well independently and with their peers and are keen to share their ideas with the staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children are not always reflected within the planning process in order to maximise progress. All children have a 'learning folder' which contains both photographic and written information of children's learning, achievements and records of children's own work. These folders are shared regularly with parents and are available for parents to see at any time.

Children relish a wide range of first hand learning experiences. For example, children are fascinated with mini-beasts and the world around them. They confidently talk about the creatures that live under the logs and plants in the garden and identify worms and ladybirds. They enjoy helping to plant and care for fruit and vegetables, such as, potatoes, radishes, strawberries and mint. Children are developing a love for books as they sit attentively at story time and freely access a wide range of books in the book corner. They learn to recognise their own names as they self-register each morning and are encouraged to write their names on their work. The children's creativity is fully supported through a range of role-play equipment, construction toys and access to a wide range of creative and malleable activities. However, the range of small tools and different writing media available for children to experiment with during mark-making activities is less well developed, such as erasers, envelopes, sticky notes, dairies or clipboards. Numbers are used throughout the day; staff encourage children to count in everyday situations and during their play. Children benefit from planned outings and take regular walks around their local community. The pre-school also welcomes regular visitors from the local community, such as the community police officer and the fire brigade.

Children behave in a manner that is supportive of their learning, they develop confidence and self-esteem because the staff give regular praise, encouragement

and support. As a result, children's behaviour is very good. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they celebrate cultural festivals throughout the year. Children learn how to stay safe; they regularly engage in emergency evacuation procedures and engage in role-play scenarios which reinforce their understanding of issues such as road safety. Children develop good hygiene practices through established daily routines, for example, children routinely wash their hands before snacks and after using the toilet. Consequently, the risk of cross-infection is minimised. Children develop a good understanding of healthy eating, they have fresh fruit at snack time and access to drinking water throughout the session. In addition, children know that exercise is good for them. For example, children relish the outdoor play opportunities where they confidently negotiate the balancing equipment, pedal bikes and throw and kick balls. Children also enjoy music and movement sessions, singing and dancing. Children develop a good sense of responsibility as they help to tidy away their cups and plates after snack, and help put toys away after they have finished playing with them. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the pre-school into school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

