



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226419

DfES Number: 580228

INSPECTION DETAILS

Inspection Date 07/07/2004
Inspector Name Alexandra Brouder

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care, Creche Day Care
Setting Name Huncote Community Association
Setting Address Huncote Community Primary School
Denman Lane
Huncote
Leicestershire
LE9 3BS

REGISTERED PROVIDER DETAILS

Name The Committee of The Management of Huncote Community Ass.

ORGANISATION DETAILS

Name The Management of Huncote Community Ass.
Address Huncote Community Primary School
Denman Lane
Huncote
Leicestershire
LE9 3BS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Huncote Community Association Pre-School Playgroup opened in September 1977. It is registered to provide sessional day care It is managed by the Huncote Community Association management committee which delegates responsibilities to the Pre-School Playgroup Executive of which the playgroup leader is a member.

The pre-school is located in the community centre which is attached to the primary school. The school is central to the rural village of Huncote which lies about seven miles south west of the City of Leicester. The pre-school uses a spacious, light, room for its sessions. It also has regular use of the school hall and its equipment, the kitchen, large storage room and cloakroom facilities. The outside accommodation is a frontal fenced grassed area which is used throughout all seasons.

The pre-school is run primarily for the children of Huncote residents and most will progress to the primary school. Places are provided for up to thirty children at each session. There are thirty-four children on roll. The pre-school receives nursery education funding for their three and four-year-olds. Currently there are fifteen funded three-year-olds and ten funded four-year-olds. Two children at the setting have Special Educational Needs (SEN). There are no children at the setting who have English as an additional language. The setting is open daily from 9am until 12noon during term-time only.

There are four staff that work at the setting. Two of these hold recognised child care qualifications and training is continuous for most on a regular basis. The group receives support from a mentor teacher through the Early Years Development and Childcare Partnership (EYDCP) and through an area special educational needs co-ordinator.

How good is the Day Care?

Huncote Community Association pre-school provides good quality care to children. Staff show a sound knowledge of the National Standards and make effective use of well-organised policies, procedures and records to underpin the management of the

group. However, some policies are not yet fully effective and do not reflect current practice. Good use is made of the well-maintained premises to provide a balanced range of indoor and outdoor activities. A good range of well-presented equipment and play materials help create a stimulating environment and include resources reflecting different cultures and lifestyles.

Safety and supervision arrangements receive high priority, however, the group have not fully considered access to contacts for children and staff, in an emergency, particularly when outside. There are appropriate arrangements in place to ensure that children's individual health and care needs can be met, and suitable arrangements to provide appropriate snacks and drinks. Staff are aware of their responsibilities under current child protection procedures.

A broad and well-presented range of interesting activities helps support children's development and learning. Staff effectively support children's purposeful play by helping them talk about their ideas. There is a calm and relaxed atmosphere and staff develop warm and settled relationships with children and promote good behaviour through consistency and a positive approach. Aspects of the curriculum planning for three and four-year-olds is not yet effective.

Parents receive useful information about the pre-school and its provision through well-presented booklets and notice boards, and there are good informal opportunities for discussion of daily activities and routines to supplement the provision of written reports on children's development. Annual open evenings are provided to share formal feedback with all parents and carers.

What has improved since the last inspection?

Since the last inspection staff have worked effectively to improve written policies with procedures for child protection, administration of medicine and complaints. They have developed strategies to ensure that all staff are vetted and that those that are not are not left with children at any time. There is a clear policy in place to ensure that staff undertake relevant procedures immediately that they are employed on the premises. This action was created mainly in relation to the play scheme, which is currently not running. A comprehensive risk assessment has been put together and all staff are aware of the steps they need to take to ensure that procedures can be followed effectively. The emergency escape plan is practised on a regular basis, both independently and alongside the whole school. Each member of staff has a responsibility in relation to this. Information on children's religious and cultural background is obtained from parents and included on their registration forms. Parents are given copies of all policies, including the child protection policy, ensuring that they are aware of the groups procedures in full.

What is being done well?

- Staff provide a warm, welcoming and caring environment for children and parents. They have good awareness of children as individuals and provide a wide variety of play opportunities to support their overall development.

- Positive behaviour is promoted well. A consistent approach from all staff results in consistent expectations for children. They are confident and well behaved and respond positively to staff expectations.
- Staff provide an inclusive environment and ensure that all children are given an opportunity to take part in all activities regardless of age, ability or race.
- Organisation of the pre-school is good with clear policies, procedures and records generally effectively used to underpin the management of the facility.

What needs to be improved?

- access to children's and staff's contact details when outdoors;
- the written health policy to reflect current practice.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that children and staff details are always accessible in an emergency, particularly when outdoors.
7	Ensure that the written policy on health is appropriate and up to date with relevant information.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Huncote Community Association Playgroup offers a caring environment in which children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff's knowledge and understanding of the six areas of learning is good. They work well as a team and provide a curriculum that covers all aspects of the goals well. However, challenges for some children are not always set effectively and staff do not differentiate when organising activities, particularly in large groups. Children with Special Educational Needs are included in all activities, and targets for their learning are set well to ensure that they are able to reach their potential. Staff's management of children's behaviour is very good. Staff know them well and have high expectations, which in turn, encourages them to behave well, and to remind others of the rules of the group. The assessment process is generally good, but does not link to future progress for children or inform future plans.

Leadership and management of the setting is generally good with some very good aspects. There is a caring team in place and the leader is committed to improve on the systems in place. She is aware that the planning needs to be evaluated to ensure that any gaps or improvements can be easily identified and is taking steps to improve this with her team. She has identified the strengths and weaknesses of the group with the support of the staff, and has developed a plan to deal with the issues.

The partnership with parents and carers is very good. Parents are given a range of information about the group in the form of newsletters, policy documents and daily contact. They are able to talk to staff to exchange information or air concerns, as they bring or collect their children. A parents evening exists to enable them to learn about their children's progress in the six areas of learning. There is a parents rota in place to enable parents to see their children at play.

What is being done well?

- Children concentrate well in small groups, they take turns and negotiate with each other, they are co-operative and well behaved. They understand right from wrong, and contribute to their own self-control.
- Staff genuinely care for children and want to ensure that they reach their full potential. They provide all children with an inclusive environment which enables them, in the main, to access a range of well planned and beneficial activities. Relationships between staff and children are good.
- Partnership between parents and carers is good. Staff talk to them daily and keep them informed of their children's progress. They provide opportunities for parents and carers to be involved in pre-school and to share their concerns with staff as and when needed.

What needs to be improved?

- the planning of the curriculum to ensure that set activities are evaluated and used to plot children's progress and next steps in their learning;
- differentiation in freely chosen activities, to ensure that challenges are always set and that all children are able to reach their potential in all that they access, particularly in large groups;
- opportunities for children to record their names and practice meaningful writing;

What has improved since the last inspection?

The group have made generally good progress since their last inspection. They were asked to continue to develop the assessment system so that progression related to the desirable learning outcomes in all six areas of learning is evident. The desirable learning outcomes no longer exist, as these have been replaced by the early learning goals. The staff have developed their assessment systems to ensure that children are developing well, but are not yet linking what children are learning to the stepping stones or using this information to inform future plans, and therefore there are gaps in challenges set for some children. Their second key issue was to keep records of attainment and progress which showed children's progress throughout their time at pre-school in chronological order; alongside dated samples of children's work as evidence. There is evidence of children's work available that is dated and kept in order so that staff can view the progress that children have made and share this with parents and carers. They record children's progress on profile sheets that link to the stepping stones of learning. However, they do not yet target individuals effectively to ensure that their next steps for learning used to inform future plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited to try new activities. They concentrate and sit quietly in large and small groups and are able to express their feelings and needs in appropriate ways. They are beginning to understand the need for rules and follow them well. Children behave well, and remind others of the rules as needed. They are developing their personal independence in putting on aprons and choosing resources. They have a positive self image and are beginning to understand other lifestyles

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show enjoyment and interest in stories, songs and rhymes. They use language to express their experiences, feelings and imagination. Children are developing their language well within their activities and play and initiate conversations to enable them to seek appropriate information from others. They handle books well, and know that print carries meaning. There are limited opportunities for more able children to practice meaningful writing for their own purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count, reliably up to 10. More able children recognise numerals up to 10, and some beyond. They are developing their own methods to solve practical problems and understand basic calculation. They handle money and are beginning to compare numbers. They are naming familiar shapes and begin to understand and use positional language in everyday activities. More able children are beginning to use mathematical names for solid 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to investigate materials and objects in everyday activities and look at changes that happen to them. They explore the weather and seasons on a regular basis to increase their understanding of change. They build and construct using a variety of resources. They have limited access to toys that develop their understanding in technology. They enjoy looking at history and geography in a range of well planned activities. Children gain an awareness of other cultures well.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely. Children use their large motor skills well and are able to run, hop, skip and jump in a range of ways. They handle and use simple tools and equipment, such as scissors and glue sticks, but are not always encouraged to explore their skills further. Children are encouraged to be aware of personal hygiene and show a good understanding in this area. Children take part in regular music and movement sessions and move freely with pleasure and confidence.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to explore colour, shape and form in adult led activities, and are able to express themselves freely in this area. They sing songs from memory and enjoy taking an active role in dance sessions. They are not regularly able to explore musical instruments for enjoyment. Children use their imagination well and enjoy the range of well planned role play areas. They enjoy exploring their senses in every day activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that set activities plans are evaluated and show how individual children have achieved. Use this information to record the progress children are making and to inform future plans.
- Ensure that more regular opportunities exist for children to record their name and practice their mark making skills in freely chosen activities.
- Ensure that activities include differentiation to enable challenges to be set effectively for all abilities, particularly within large groups.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.