



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142932

DfES Number: 514181

### INSPECTION DETAILS

Inspection Date 27/09/2004  
Inspector Name Carol Cox

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name West Huntspill School Under Fives Group  
Setting Address New Road  
West Huntspill  
Highbridge  
Somerset  
TA9 3QE

### REGISTERED PROVIDER DETAILS

Name The Committee of West Huntspill School under Fives

### ORGANISATION DETAILS

Name West Huntspill School under Fives  
Address 3 Mead Close  
East Huntspill  
Highbridge  
Somerset  
TA9 3NF

## 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

West Huntspill Under Fives Group opened in 1976. It operates from a purpose built building within the school grounds of West Huntspill Primary School. Children have access to 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.

There are currently thirty four children from two years nine months to eight years on roll. This includes twelve funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting has experience of supporting children with special education needs.

The group opens five days a week during school term times. The group offers pre-school sessions 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.

Six staff work with the children and all are qualified or on programme to achieve early years qualifications to level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

West Huntspill Under Fives Group offers good care for children. The playroom is large and staff organise the space well. Children have their own outside play area which allows for children to play and learn outside. The group also has access to the swimming pool and garden on the school site.

The staff are well qualified and attend on going training. They plan and support exciting activities for all children to learn through play. Well maintained equipment and resources support children's learning and development. The special education needs coordinator is experienced and works closely with parents and others to identify and meet the needs of individual children.

There are sensible policies in place to ensure children are safe and they are encouraged to learn good hygiene practices. Staff have clear understanding about child protection procedures but the policy does not include a statement on what to do if an allegation is made against a member of staff. Staff provide healthy and nutritious food and drinks for children throughout the day and individual dietary needs are noted and met. Staff have a consistent and sensitive approach to behaviour management and children learn about the effects their behaviour has on others and generally behave very well.

The management committee work to support the group with fundraising. Parents are encouraged to join the volunteer rota to help at sessions and to contribute resources and skills to support activities. They are kept well informed about their children's progress informally and through an annual parents evening. Newsletters and notice boards give clear information about activities at the playschool. The operational plan does not yet include policies and procedures for the running of the breakfast and out of school club provision.

Records and documentation are stored securely and confidentiality is maintained when sharing records with parents.

#### **What has improved since the last inspection?**

At the last inspection the group was asked to take several measures to improve the safety of children. Since the inspection the group have moved into new premises which are purpose built. There is a system of annual risk assessments and daily safety checks of all areas used by children, staff are responsible for ensuring the safety of toys and resources. A registration system clearly shows when children, staff and visitors are present. The contact details for Ofsted have been added to the complaints procedure and the operational plan now includes all details of drivers and their vehicles. The group completed all actions within a very short time after the inspection and maintain good practices in their new premises.

#### **What is being done well?**

- Healthy and nutritious food and drink is provided throughout the day, the individual dietary needs of children are noted and met.
- Adults have close relationships with children and work with them to learn about the effects of their behaviour on others. Children generally behave very well.
- Staff plan an exciting range of activities for children to learn and develop through play. Children choose their own activities and are well supported by staff and well maintained resources.
- Staff have a clear understanding of how to promote safety within the setting. Sensible policies help promote good health and prevent spread of infection. Children are encouraged to learn good hygiene routines.
- Provision for children with special education needs is very good, staff are well qualified and have a very positive and proactive approach to ensuring the

inclusion of all children.

#### **What needs to be improved?**

- ensure policies to be followed for the running of the breakfast and after school clubs are included in the operational plan
- ensure the child protection policy includes a procedure to be followed in event of an allegation being made against a member of staff.

#### **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
2	Ensure the operational plan includes policies and procedures for the breakfast club and out of school club.

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

### How effective is the nursery education?

West Huntspill Under Fives Group provides high quality nursery education. Children are making very good progress towards the early learning goals in all areas of learning. Planning is particularly good for knowledge and understanding of the world and physical development.

Teaching is very good and staff carefully plan a wide range of learning activities in all areas. Key workers know their children well and informally plan for their next steps in learning which ensures children are appropriately supported and challenged. Staff observe and assess children's progress and assessment records are beginning to be linked to the stepping stones towards the early learning goals. Activities are both adult led and child initiated and staff support children well however, opportunities are sometimes missed to integrate learning in everyday activities. The book corner is well used and children are starting to use books for reference with other activities. There is a wide range of resources for children to freely access and use.

Staff have good relationships with children and work with them to develop self confidence and good self esteem, children's work is valued and displayed carefully. Children with special education needs are supported very well by the special education needs coordinator who works closely with other professionals and parents. Staff have a positive and proactive approach to working with children with special needs.

Leadership and management is very good with the staff supported well by a committee. Staff are well qualified and encouraged to attend training identified through staff appraisals.

Partnership with parents is very good and they are given informal feedback about their children's progress regularly. A notice board and regular newsletters keep parents informed about the education on offer.

### What is being done well?

- Staff have a good knowledge of the foundation stage curriculum and use their knowledge of individual children to ensure all children are appropriately supported and challenged.
- Staff provide interesting and exciting activities for all children especially to help them develop a good knowledge and understanding of their community and world. Physical development is well planned for and used to develop other areas of learning.
- The provision for children with special education needs is ver good.
- Staff have good relationships with children and they work hard to help

children learn about their behaviour and how it affects others. Children generally behave very well.

- Leadership and management is very good and systems ensure that the training needs of staff are identified and addressed. Staff meet regularly to discuss the education provision on offer and the needs of individual children.

#### **What needs to be improved?**

- opportunities for children to practice early reading and writing skills in everyday activities
- the linking of observation and assessment records to the stepping stones towards the early learning goals.

#### **What has improved since the last inspection?**

Since the last inspection staff have made very good progress. They have developed planning to ensure that activities provide opportunities for learning in each area. The plans show clearly what children are intended to learn linked to the stepping stones towards the early learning goals.

Staff now regularly record observations of children's progress and a new system is developing to link the assessment records with the stepping stones towards the early learning goals and will be used to complete the school transfer documents.

The support for children with special needs is very good and the special needs coordinator has experience of working with parents and others to plan for the individual needs of children. Staff consider how each child's needs may be met and support is planned within everyday activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and choose their own activities and select resources. Children are given time to complete tasks and encouraged to concentrate. They are learning to be considerate of others and their behaviour is generally very good. Children are learning about their own needs and staff encourage independence and self care. They talk freely about their own experiences and are learning about the lives and needs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use spoken language to express ideas, describe experiences and staff help children to extend their vocabulary. There are many examples of clear labelling and children are encouraged to write their own names on work. Most children are able to recognise their own names and all enjoy story time, the book corner is well used children are encouraged to use books for reference with planned activities. Children are not always challenged to use their skills in everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count confidently up to 6, some children can count beyond 10. Children use threading, pattern making and practical activities to develop understanding of quantity, shape, size and comparisons. Some children are beginning to make simple additions and subtractions in their games and staff encourage children to use their mathematical skills in everyday activities such as counting cups at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and experiment with resources and materials. They are able to give simple explanations for how things work. They have access to a computer and other programmable toys to use in everyday activities. They enjoy learning about other people's lives and needs. Staff plan many activities for children to learn about their own environment. They are developing a sense of time through discussion and daily routines.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the room, playground and garden with good awareness of others. They enjoy playing with large equipment and staff plan for physical activities during each session. Children learn about their bodies and are able to decide for themselves when they need a drink or go to the toilet. There are always different tools and materials available and children are developing good fine co-ordination.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children experiment with and explore different materials and media. Staff provide resources and help children explore feelings and thoughts. Children have good imaginations and are able to act out stories, read books to themselves and staff are happy to join in and take the lead. Staff plan opportunities for children respond to new experiences. Children and staff enjoy singing and making music with instruments which are freely accessible.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the system to link observations of children's learning and assessments to show how they are making progress through the stepping stones towards the early learning goals.

*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.*