



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321584

DfES Number: 517274

INSPECTION DETAILS

Inspection Date 19/05/2004
Inspector Name Lindsay Helen Dobson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Huntington Pre-School
Setting Address Memorial Hall, Strensall Road
Huntington
York
North Yorkshire
YO32 9SH

REGISTERED PROVIDER DETAILS

Name The Committee of Huntington Pre-School 321584 1026099

ORGANISATION DETAILS

Name Huntington Pre-School
Address Memorial Hall, Strensall Road
Huntington
York
North Yorkshire
YO32 9SH

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

Huntington Pre-School has been operating for over thirty years. The playgroup is situated within the Memorial Hall in Huntington which is on the outskirts of the City of York. The playgroup has one main playroom, kitchen area, a store room and toilets.

The playgroup is registered for 22 children aged two to five years. Opening hours are 09:15 to 11:45 on a Monday, Tuesday, Wednesday, Thursday and 09:15 to 12:45 and 13:00 to 15:30 on a Friday, this is in term time only. They offer a variety of sessions to families from the surrounding area.

There are currently 47 children on roll, this includes 15 funded three year olds and 19 funded four year olds. The group support children with special educational needs and receive support from the Pre-School learning Alliance and the Local Authority Development Worker.

Four staff including supervisors work with the children at each session. All staff have early years qualifications to NVQ level 2 or 3.

How good is the Day Care?

Huntington Pre-School provides good quality care for children. Policies and procedures are clear and contain the correct detail, they are consistently implemented by staff. Staff make the environment welcoming to parents and children. Most areas of safety, health and hygiene are met.

Resources for children are very good, and are mainly accessible. They provide good challenges and encourage development in all areas of learning.

Staff work well together and there is good interaction between staff and children. An effective key worker system is in operation. Behaviour throughout the setting is good. Children have clear boundaries and respond well to staff's consistent and positive approach to behaviour management.

The playgroup has good relationships with the parents and effective procedures are

in place to keep them informed of all aspects of their child's care. Most documentation is well maintained and meets the requirements of the National Standards.

What has improved since the last inspection?

At the last inspection there were a number of actions relating to documentation. All documentation is now in place, up to date and professionally organised ensuring that staff and parents are well informed about the smooth running of the group. Electrical equipment was required to be checked, this is now done on a regular basis ensuring children are cared for in a safe environment.

What is being done well?

- Staff work well together as a team. They have a good working knowledge of the daily routines, policies and procedures which are individual to the setting. This has developed a confidence in their roles and has a positive impact on the children. The children are settled and happy.
- The playgroup is well resourced with equipment for indoor and outdoor play providing good challenges and encouraging development in all areas. Sharing of children's work with the parents shows appreciation of children's creativity and raises their self-esteem
- Staff have a friendly and enthusiastic approach, making everyone feel welcome in the group. There is a key worker system in place and staff know the children well and meet their individual needs. Children enjoy the stimulating and happy environment; they are confident, settled, happy, and have a warm relationship with the staff and each other.
- There is a positive and consistent approach in encouraging and valuing good behaviour in the children. The children relate well to each other and begin to understand the consequences of unacceptable behaviour. The children are considerate towards one another, take turns and share play equipment.
- Parent's wishes are adhered to throughout the setting and children's individual needs are acknowledged and met. Staff give high priority to ensuring good relationships with parents are developed through listening to them, keeping them well informed about the provision and their child's progress.

What needs to be improved?

- the maintenance of the play room floor
- the opportunities for children to self-select resources
- the procedures for maintaining medication records.

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
4	Ensure the wooden floor in the play room is suitably maintained.
5	Develop opportunities for children to self-select resources and make independent choices.
14	Ensure all records of medication administered to children are signed by parents.

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

How effective is the nursery education?

Huntington Pre-School provides children with a happy and welcoming atmosphere, where children settle well so that overall they make generally good progress towards the early learning goals.

They make very good progress in mathematical development, knowledge and understanding of the world and personal, social and emotional development. In their communication, language and literacy, physical, and creative development they make generally good progress.

The quality of the teaching is generally good. Staff have a good understanding of the stepping stones and early learning goals. Staff are enthusiastic and motivated, they work well together to provide an interesting and varied curriculum, however there are insufficient opportunities for children to put into practice their own creative ideas and imagination, particularly in art and design.

Planning is developing generally well and sessions are clearly organised and run smoothly. The assessment of the children is carried out by the keyworker. However, missed opportunities were identified in writing for a purpose, and children expressing themselves through music.

Leadership and management is generally good, there is a strong commitment from staff to developing practice. Staff attend training and hold regular planning and staff meetings.

Partnerships with parents are very good. They are provided with a good range of information on all areas of pre-school practice. Staff encourage parents to share their knowledge of their children to form a baseline assessment. However the evaluation of planning and activities is not identifying some gaps in opportunities for children's learning.

What is being done well?

- There is a strong and well established team, who give high priority to nurturing the children's personal, emotional and social development. They create a secure atmosphere where children develop good attitudes to learning. The children show excitement and are motivated to learn. They are developing good relationships with each other and behaviour is of a high standard.
- Staff effectively help children become more aware of their environment and the natural world, through planned topics, themes and first hand experiences such as visitors to the pre-school, for example, local fire officers and engine.
- Children are given regular opportunities through everyday activities to begin

to use their knowledge of numbers to solve simple mathematical problems.

- Staff show respect and a good understanding of the role of the parents in their child's learning. Parental partnerships are developed, encouraged, and valued, which has a positive impact on the children's learning.

What needs to be improved?

- the opportunities for children to practice writing for a purpose; to develop their own creative ideas and imagination in art and design
- and to express themselves through music.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Staff have provided children with opportunities to consolidate their learning through the use of surveys, studies and graphs.

The mark-making area has been developed to give children free choices and make decisions about writing materials and paper. However there are some missed opportunities for children to develop their writing for a purpose during role play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and motivated to learn. They are confident, settle well on arrival, and have good relationships with adults. The children work well in groups, and on their own, and concentration is good during focused activities. Children are well behaved. They show concern for each other, share, take turns and demonstrate good manners.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children initiate conversation, enjoy listening to stories and are beginning to understand that print carries meaning. They have access to a good range of books which they use independently and handle carefully. Children are learning to recognise letters, words and sounds and most children can recognise their own name. Opportunities in the mark making area are good, but are limited to support play in other areas i.e. role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children can count confidently to five and many beyond this. They can recognise and correctly name a number of shapes and are beginning to use size and positional language appropriately. Children are given good opportunities to practice addition and subtraction in practical and everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate different materials and constructively use a good range of resources. They learn about living things through regular access to the outdoor play area. Children experience and learn about different cultures and celebrate a variety of festivals. Their understanding of technology is developing through hands on experiences such as the group's computer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the provision, demonstrating a good awareness of space, each other and safety. Three and four year olds have good control and co-ordination. There are opportunities for children to use both fine and gross motor skills in the range of equipment and resources provided, both indoors and in the outdoor play area. There are limited opportunities for children to express themselves through movement to music.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children confidently explore colour and shape through a variety of activities and respond in a number of ways to what they see, hear, smell and touch, for example, in the ice activity. They use their imaginations well and are able to act out real experiences through role play. Children's access to music in all areas is limited as are children's opportunities for spontaneous art and design.

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

- extend opportunities for children to practice writing for a purpose; to express their own creative ideas and imagination through art and design; and to express themselves through all forms of music.
- extend evaluation of the planning and activities to identify areas for improvement in children's learning.

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.