

Huntington Pre-School

Inspection report for early years provision

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Inspector Linda Filewood

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Huntington Pre-School is a committee-run playgroup that has been operating for over 40 years and opened in 1970. It operates from within the Memorial Hall in Huntington, on the outskirts of York. There is an enclosed area for outdoor play.

Huntington Pre-School opens each weekday morning during term time only from 9am to 12 noon and 12.30pm to 3.30pm on Mondays, Tuesdays and Thursdays. The group serves the local area and children attend for a variety of sessions. A maximum of 22 children may attend the setting at any one time. There are currently 55 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for three-and four-year olds. They support children with English as an additional language and children with special educational needs and/or disabilities.

Huntington Pre-School employs four members of childcare staff, all of whom have a relevant level 3 qualification. The group receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a clear understanding of each child's abilities and requirements, which enables them to enhance all aspects of their welfare, learning and development. All children are developing well in relation to their starting points as good partnerships are in place between parents, outside agencies and other professionals. Good supervision and effective safety procedures ensure children play in a secure environment. Staff and the pre-school committee regularly reflect on the provision's practice and are enhancing their already effective existing evaluation systems. They understand their strengths and are aware of areas for development to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure regular staff appraisals are carried out
- ensure there is sufficient suitable secure storage for confidential information, such as children's assessment and development records
- continue to enhance the self-evaluation processes to assist in identifying key strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Clear and robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Children are safeguarded because staff are knowledgeable about child protection procedures, which is underpinned by the effective policies in place. All required documentation is in place. Children play safely as staff regularly conduct risk assessments of all areas of the environment that children use. Resources are of good quality and support children's learning well. The organisation of the room used by the children ensures they have safe and easy access to a wide range of play opportunities. Staff work skilfully with all children to enhance their enjoyment and extend their learning. As a result, each child is developing well in relation to their starting points.

There are good systems in place to develop effective partnership working with parents. Children's individual needs are positively promoted by committed staff who know them well. Staff readily discuss with parents how their child's day has evolved, including their learning and development progress. Parents state that they feel well informed so they can contribute to their child's development. They are encouraged to share their child's home experiences with the staff using a home link book. This enables children's interests to develop further. Children who have English as an additional language or identified special educational needs are very well supported. Further outside support is readily available to help the family, staff and children. The well-established links and working partnership with local schools significantly assist with older children's transition to reception class.

The committee and staff are fully aware of the strengths and areas for development of the provision. They are beginning to make use of the Ofsted self-evaluation form to assist them further in this process. Improvements since the last inspection mean that parents now have Ofsted's contact details and children have more opportunities to develop physical skills. Additionally, there is improved organisation of daily routines, such as snack times. The committee and staff have high aspirations for improving the outcomes for children. For example, a forest school is to be introduced, enabling children to enhance their enjoyment of the outdoors. All staff take an active role in reviewing their continuous provision to make improvements. The committee include staff's opinions and parent questionnaires in the evaluation processes. The staff team is well established and work purposefully in support of each other. Although there is no established appraisal system, continuous professional development opportunities ensure all staff develop their practice and the provision. This has had a positive impact on the outcomes for children. For example, Every Child a Talker (ECaT) training significantly supports children's early language and communication development.

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

Staff fully understand the Early Years Foundation Stage learning and development requirements. This enables them to ensure all children make good progress in their

learning during play. Staff regularly record their observations of children's play. Effective team working through good communication ensures that focused support for each child is appropriately included in the following week's planned activities. Staff track each child's progress carefully so that activities are matched to their needs, abilities and next steps in their development. Each child has a learning and development record containing evaluative observations, artwork and photographs. However, they are not kept on the premises and therefore are not always easily accessible due to a lack of secure storage facilities.

All children are interested, enthusiastic, motivated and concentrate well in tasks. They select activities and resources independently and with confidence. Many children play cooperatively in small friendship groups and chatter with each other as they play. Others play confidently on their own, seeking help from staff, for example, to start a chosen computer programme. All children use a range of large and small equipment appropriately in their spontaneous play. They safely handle tools, such as scissors, and skilfully manoeuvre the computer mouse. Staff promote equal opportunities well and make sure children take turns fairly. All children draw freely and apply paint or construct imaginatively. Older children readily name the shapes they are drawing and count in sequence to 10. Children are becoming confident speakers and listeners. They participate well in conversations, take turns to speak and follow instruction correctly. Children enjoy stories. They listen keenly and some select and look at books independently. Children often see and practice writing for different purposes. For example, staff write about what children say about their pictures and make books with them about their activities. Children enjoy many activities where they learn using all their senses. For example, they visit a local farm where they are encouraged to smell leeks and taste fresh peas prior to bringing some produce back to use at snack time. This encourages children to talk about why fruit and vegetables are healthy. The many visitors to the setting help children learn about the people that help them and reinforce their understanding of keeping themselves safe. Additionally, an age-appropriate talk from a visitor helps them to appreciate recycling and caring for the world around them.

Staff successfully promote children's good health and well-being. There is opportunity for physical play, both outdoors and indoors, when a large hall is available. The outdoor area encourages children's physical development. For example, they enjoy throwing and catching balls, blowing bubbles and balancing on large logs. Young children skilfully roll hoops a large distance while others sit with staff and enjoy an excellent variety of musical instruments. Children show a good awareness of healthy practice and are all moving towards independence in attending to their personal care needs. They know to wash their hands before eating and confidently use a free-standing compact sink that dispenses warm water for them to use. Children enjoy healthy snacks and staff encourage their hand-eye coordination well as they pour their own drinks. Parents clearly advise all allergies and dietary requirements to staff.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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