

Hunton & Linton Pre-school

The Village Hall, West Street, Hunton, Maidstone, Kent, ME15 0RS

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| Inspection date | 23/09/2013 |
| Previous inspection date | 09/03/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children arrive confidently and settle well due to the good relationships developing between the key person and children.
- Free-flow access to an interesting outdoor area provides stimulating opportunities for children to play and learn.
- Parents feel valued within the setting and work in partnership with the staff to meet their child's individual needs.

It is not yet good because

- Systems to monitor children's learning and development are not consistent, resulting in some children not being fully challenged or their individual needs addressed.
- The new management structure in place is still being embedded and as a result systems to monitor the staff's performance and monitoring systems for the educational programmes are not fully effective.
- Planning is not consistent and as a result opportunities to fully support children's learning in mathematics, in practical, purposeful ways are not explored, and there is a lack of extension in art and craft activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by two inspectors.
- The inspector spent the majority of the inspection observing the staff interacting and supporting children's learning.
- The inspector sampled a range of documentation, including the safeguarding policy and procedures.
- The inspector held discussions with parents to seek their views on the day of the inspection.

Inspector

Jane Wakelen

Full Report

Information about the setting

Hunton and Linton Pre-school registered in 1985. It operates from the village hall in Hunton, Kent. The pre-school is open each weekday, during term time only, from 9.15am to 12 noon. There is also a lunch club on Mondays and Tuesdays until 1.00pm, when the sessions finish at 2.45pm. All children share access to a secure outdoor play area.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children in the early years age group on roll. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school currently supports some children with special educational needs and/or disabilities.

The pre-school employs five members of staff, four of these are qualified at level 3 and one member of staff is qualified at level 4. There are four bank staff, one is qualified at level 2 and the other three are unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation and assessment process to identify children's stage of development and plan challenging, enjoyable activities to meet their individual needs.

To further improve the quality of the early years provision the provider should:

- develop an effective system for self-evaluation to improve monitoring procedures for performance management and to effectively identify the weaknesses and strengths of the setting
- extend the provision of activities for mathematics to support children's recognition of numerals and number concepts in purposeful contexts
- provide additional resources for the art and craft area to provide additional challenge and stimulation for the more able children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play in a welcoming environment where they access a satisfactory range of resources divided into areas around the room and outside to support their learning and development. Staff have a secure knowledge of the areas of learning and provide an acceptable range of activities to help children make progress. Staff welcome children into the setting on arrival and provide an area for each child to leave their personal belongings and change their shoes, which helps them feel a sense of belonging. Staff obtain initial information from parents to support their knowledge of where each child is at in their stage of development. Each member of staff acts as a key person and carries out regular observations linking these to the area and aspect of learning. However, staff do not identify all the learning that has taken place and consequently some of the planned next steps for learning do not extend or challenge children. As a result, some children lose interest and activities do not maintain their interest, leading to more boisterous play. Staff complete the progress check for two-year-old children and share this with the parents, where possible just before the check with the health professionals. Therefore enabling identification of any learning needs or concerns and enabling parents to be involved in their children's development.

Staff promote children's personal independence skills by encouraging them to make choices about activities, where to play and to take themselves to the toilet. Children move around the setting confidently, approaching staff to meet their needs for support or reassurance. Staff talk to the children all the time, showing interest in what they are playing with and doing. They ask children appropriate questions, offering new words to extend their vocabulary. For example, children take part in a group session using a ball to move around the circle. The member of staff provides language, such as over, under and through to promote children's understanding and use of positional language.

Children enjoy opportunities to develop their physical skills as staff provide resources for them to dig, for example in peat, sand and gravel. Children enjoy climbing the steps of the large slide and push the dolls buggies around the garden. Tricycles and sit and ride toys enable children to develop their spatial awareness to avoid bumping into each other. Children show developing small physical skills as they use the tools in the dough to roll, cut and shape. They use paintbrushes to make purposeful marks and the glue stick for collage helping develop skills necessary for pencil control. However, staff do not adapt these activities and aspects of learning to support the different needs of the children attending. Staff understand the importance of promoting children's understanding of the world and provide children with opportunities to grow different vegetables, such as carrots and potatoes, following the cycle from planting to eating. Staff encourage children's understanding of the world further indoors, through the use of torches in the 'dark' tent, water play and exploring different cultural celebrations, including food tasting.

Children show good concentration skills when listening to stories read by an adult, or listening to the story CD. Staff provide support for children to understand the story and hold the book so children can follow the pictures. However, the children do not practise

their number recognition in practical situations, such as snack time. Staff provide mathematical resources, but do not fully support children's use of these and as a result, children do not fully explore this area of learning.

Parents are happy with the care their children are receiving and are developing good relationships with their child's key person. Parents have access to children's learning journeys on a request basis and receive a summary of their children's learning regularly throughout the year. Parents are encouraged to contribute to this process so they are actively involved in their child's learning and development, although this is in its infancy. Staff share policies and procedures with parents and obtain required written consent for aspects of care to support children's well-being.

The contribution of the early years provision to the well-being of children

The key person system is strong, with staff showing a developing knowledge of each of their key children. Staff greet children on arrival by name and encourage them to self-register, supporting recognition of their written name. Children are confident on arrival and settle quickly within the setting, due to the good relationships they form with staff. Children are encouraged to be independent taking off their coats and shoes and washing their hands before meal times. Staff offer praise and encouragement to the children throughout activities, helping to support their self-esteem and welfare.

Children have good opportunities to learn about the importance of a healthy lifestyle. They have a selection of healthy snacks to choose from, with staff taking into account children's individual dietary requirements. Snack time is seen as a social group event with all children sitting together. Children pour their own drinks, and put the spreads on their crackers, showing good personal-help skills. Staff provide a supporting role, talking to children about what they are eating and about healthy foods. Daily free flow to the outside area offers children opportunities to benefit from fresh air and exercise. Staff provide good role models, promoting thorough hygiene procedures, such as cleaning the table before eating and implementing effective hygiene routines for nappy changing.

Children are well supported in keeping themselves safe. Staff identify hazards within the environment and ensure these are minimised or monitored to safeguard children's welfare. For example, a member of staff stands next to the slide when children are using it to remind them about keeping themselves safe. Children learn why they must wash their hands after playing outside and why the water in the water butt is not clean enough to wash the fruit with. Children are reminded why they must not run indoors and have helped to record the rules through pictures, which staff are planning to laminate and display to use as reminders for children about behaviour expectations. Children learn why they must take turns and share the toys, developing good social skills. Children generally behave well and demonstrate their security and feeling of being safe as they move around the pre-school.

Resources are in good condition and reflect the seven areas of learning. They are suitable for the ages of the children attending, although due to storage difficulties additional

choices are limited. The furniture is child-sized enabling children to be independent as they move around the hall.

The staff understand the importance of preparing children for school and have planned opportunities in place. For example, children self-register to help with name recognition. They develop good listening skills through group work and learn to take turns in organised activities. Pencil skills are encouraged through mark-making activities. Personal care skills, such as hand washing and managing their own lunch are all skills developed before children leave for school, preparing them well.

The effectiveness of the leadership and management of the early years provision

This inspection was brought forward following concerns received by Ofsted and a notification made to Ofsted and other agencies by the pre-school. The concerns related to the suitability of staff and the pre-school's safeguarding procedures. The inspection has found that the new managers of the setting show a secure understanding of the importance of implementing thorough procedures regarding the monitoring of staff's suitability and of the recent concern raised. The pre-school follows correct safeguarding reporting procedures and adheres to the notification requirements of the Statutory Framework for the Early Years Foundation. The pre-school fully understands the need to implement effective recruitment and vetting procedures for any new staff they employ to ensure the suitability of the applicant to work with children before employment commences. The annual appraisal system, together with regular supervision helps to monitor and support staff's ongoing performance and suitability. However, these two systems are not fully embedded due to the new management.

Staff have a sound understanding of safeguarding and understand the procedures to follow if they have any concerns about children in their care to help protect the child's welfare. They all receive safeguarding training on a regular basis, with one of the management team being the named designated person. The written policy is made available to staff and updated on a regular basis. Systems to record accidents and existing injuries provide suitable systems to help protect children's safety. In addition, staff carry out daily risk assessments, with an annual large risk assessment, to provide a safe place for children to learn and develop.

The staff team, along with the joint managers have met for staff meetings and are in the process of establishing effective routines and practices to support children's learning alongside promoting staff's skills. Teamwork is valued, enabling all staff to have an input into the daily activities and procedures. All staff are well qualified and show a commitment to making necessary improvements to enhance the quality of the provision for children. Consequently, improvement plans are being developed to help identify some of the weaknesses within the setting.

The managers of the pre-school work in partnership with outside agencies, understanding the importance of sharing information with other early years providers. The pre-school has

been selected to be part of a project with a group of professionals. They are part of a project to raise awareness and to support early years settings to support targeted children to further promote their development. Consequently, systems to promote children's well-being and development are being developed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | 127270 |
| Local authority | Kent |
| Inspection number | 930945 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 30 |
| Number of children on roll | 32 |
| Name of provider | Hunton and Linton Underfives Playgroup Committee |
| Date of previous inspection | 09/03/2011 |
| Telephone number | 01622 820309 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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