

East Huntspill Pre-School Learning Alliance

New Road, East Huntspill, Highbridge, Somerset, TA9 3PT

Inspection date	11/12/2013
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children develop good independence, self-esteem and self-confidence as they are continuously praised and encouraged. They form secure emotional attachments because of the sensitive and skilful support they receive from the staff.
- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements, enabling them to deliver a stimulating learning environment.
- Staff keep parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in children's care.
- Children enjoy their time in a well-organised and attractive pre-school, where they are able to independently access an interesting range of learning opportunities.

It is not yet outstanding because

- Staff miss opportunities to fully promote children's understanding of the wider world, as resources and positive images of diversity in the pre-school are limited at times.
- During role play, there is scope to encourage children to experiment with writing and mark making in real-life situations.

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.

Inspection activities

- The inspector observed activities in the main room and in the outside area.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including policies, progress records and planning documents, and discussed this with staff.
- The inspector checked evidence of suitability of adults working with the children and discussed the pre-school's self-evaluation.

Inspector

Marie Bain

Full report

Information about the setting

East Huntspill Pre-School is run by a parents' committee and operates from a building on the site of East Huntspill Primary School. The pre-school has a kitchen and two separate toilets adjoining the main playroom. It has use of an outside area next to the building, part of which is covered. The pre-school is also able to use the school's adventure play area, main playground, school field and the school hall.

The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three and four. There are currently 16 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school opens three days a week, Tuesday, Wednesday and Thursday, during term time only. Sessions are from 9am to 3pm. Children attend for a variety of sessions. There are three staff currently working with the children, all of whom hold a recognised early years qualification. The pre-school has links with Early Years Foundation Stage provision in the primary school.

What the setting needs to do to improve further

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

- extend the use of resources and positive images of diversity in the pre-school, to enhance children's understanding of the wider world

- enhance role play activities and resources to encourage children to practise early writing in real-life ways.

Inspection judgements

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

The pre-school provides a very welcoming, inclusive environment where children are happy, secure and their sense of belonging is promoted well. The well-qualified, dedicated staff team has a positive understanding of the Early Years Foundation Stage. As a result the welfare, learning and developmental needs of children are successfully met to support the good progress they make. Each child's learning journey contains spontaneous as well as focused, purposeful observations, which track children's developing progress. The summary of the children's developmental progress across each area of learning is clearly linked to the observations that key persons complete, and is used to monitor the good

progress they make. Entries reflect the children's next steps in learning and termly goals, and are clearly used to inform the planning. Staff complete the required checks for two-year-old children to establish their progress, and share these with parents.

Children eagerly enter the welcoming, friendly environment, where they are greeted warmly. Their sense of belonging is actively promoted through the provision of labelled drawers and the effective displays of their artwork. Staff interact positively and adapt activities where necessary, taking into account children's individual needs. As a result, children have fun and are challenged in their learning. Overall, staff promote diversity within the pre-school by celebrating a range of cultural and religious events such as Diwali and Chinese New Year, as well as national charity events. For example, for Chinese New Year, children make lanterns, and learn about different food through taster sessions when they try rice and prawn crackers. However, the pre-school has not developed a wide enough range of resources and positive images of diversity, in order to fully promote children's understanding of the wider world.

Staff promote children's communication and language skills very well, through consistent conversations, questioning, storytelling and singing. They successfully implement the 'Every Child a Talker' programme within the pre-school and this is having a good impact on learning. From a very early age, children develop a love of books as they sit with adults and enjoy the pictures and stories. Staff enhance story time by using story sacks and teach children the value of imaginative play by using puppets and soft toys, so much so that the children frequently set up the puppet theatre and make up their own stories and plays. Children use their imagination as they delight in acting out familiar scenarios in the home corner. However, while there are resources in some areas to promote children's early writing skills, staff do not plan for children to use these in real-life ways in the role play area. Children have plenty of opportunities to explore information and communication technology by using the computer to practise and develop their skills. Children learn to explore many textures through 'messy play' activities with jelly and corn flour. They express themselves creatively in a range of ways, using different art and craft materials. These include cotton wool to make snowmen, leaves and tissue paper to create woodland scenes, and glitter and paint to make sparkly pictures.

Children have immense fun at the Forest School and learn many future life skills. Staff teach them to work together to build camp fires and dens by carrying the logs and sticks between them. Children enjoy stirring mud pies and making muddy hand prints. They look for mini beasts under the logs and bushes. Children take clay outside and use sticks to make their own little mini beasts. Staff teach the children about the weather when they are outside, and explain to them why the leaves are changing colour and falling. This helps children learn about and understand the changing seasons.

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

Children are confident, happy and build good relationships with their friends and staff at the pre-school. All arrive eager to explore the wide range of activities available. Children develop a sense of belonging as displays of their artwork and photographs of them

participating in activities are displayed throughout the pre-school. Individual coat pegs and their own placemats include their photograph and name, to enhance their self-esteem while helping them learn that print carries meaning. The staff are well deployed to support children's learning and welfare. Strong, trusting relationships with their key persons help children to feel safe and secure, and assist in their overall personal development.

Behaviour is good because of the positive ethos that exists, in which all children are valued. Staff know their key children well and work with them to maintain a consistent approach to sharing and turn taking. Children benefit from the vast amount of praise and encouragement they receive from staff. Staff support children's social development skilfully, so they behave appropriately and make friends easily. They mix well with their friends and play harmoniously throughout the day. Children demonstrate a great maturity as they learn how to behave safely indoors and outside. For example, they have a growing understanding of how to keep themselves safe as they help to tidy away resources and they learn to use equipment safely. Children demonstrate that they feel safe and secure as they approach adults confidently for support. Staff promote inclusive practice through the activities, discussion and the celebration of some cultural festivals.

Children successfully develop a strong understanding of good hygiene. They confidently carry out self-care skills as they independently wash their hands and take themselves to the toilet. Children benefit from a varied, balanced and nutritious diet at snack time. They competently prepare and serve themselves with fruit, and butter their own muffins. The pictorial snack menu on each table serves as a good talking point for the children and helps them learn about the healthy food they have. Children's understanding of healthy food is extended further through activities and discussions. Staff work well in partnership with parents to promote children's understanding of healthy eating; for example parents are encouraged to provide healthy lunchboxes. Snack and lunch times are sociable occasions with staff and children interacting together.

The good progress made by children in their development of skills and attitudes, including gaining confidence, is preparing them well for the next stage of their education. Children have plenty of exciting opportunities to be physically active. Staff teach children how to perfect their balancing skills using foam tubes and hoops. Children learn to work as a team during the parachute games in the school hall. They have great fun riding bikes around the pre-school garden and using the adventure playground on the school grounds. These activities promote children's physical development and understanding of the need for regular fresh air and exercise.

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

Staff have a good understanding of meeting the safeguarding and welfare requirements. Consequently arrangements for safeguarding children in the provision are consistent and effective. All staff have a secure awareness of how to safeguard children and the procedure to follow if they have concerns. Children feel safe in an environment where risks have been minimised. There are robust recruitment and vetting procedures in place

so that all adults who have contact with the children are suitable to do so. Security within the preschool is very good, because doors are locked and children are carefully supervised. The staff undertake thorough risk assessments and daily checks to ensure the provision is suitable prior to children accessing the areas. Staff fully implement policies and procedures to ensure children's safety and are always extremely vigilant. Policies are discussed and amended routinely.

Staff provide a very welcoming environment. The room and lobby entrance include a good range of displays, information and resources for parents. Staff and children take great pride in their setting. Staff have a great deal of autonomy when considering changes to the play areas, and the wide range of good quality toys and resources is used well in the setting. This helps to provide children with a stimulating environment and easy access to toys and resources throughout the session, enabling them to choose those activities which interest them most. The rooms have designated activity areas for role play and messy play. All posters and written learning aids are displayed at children's height.

Suitable procedures for self-evaluation are being developed and staff are positively committed to the continuous improvement of the pre-school to promote better outcomes for children. Staff have a strong awareness of their strengths and areas for development. They are currently looking at ways to enhance the pre-school's resources, to extend children's learning experiences. Staff are well qualified and have regular opportunities to further enhance their knowledge and understanding through training. They are well supported by the management team who liaises with them daily, working alongside them and regularly monitoring their practice. This helps staff to feel valued and very much part of the team.

Partnerships with parents and others are good, with meaningful information shared with parents about children's learning at home. Information about the organisation of the pre-school is displayed on the noticeboards. There are opportunities to talk about their children's progress on a regular basis. Parents' comments and views are positive and complimentary, praising the supportive and welcoming environment. Parents understand the good progress their children are making and how the setting is supporting this. Highly effective partnerships are maintained with the school that children move on to, with pre-school children accessing the school facilities such as the adventure playground, Forest School and hall. This enables them to become familiar with the school environment. This, along with visits from the reception class teacher prior to starting school, builds firm foundations for children's successful transition to their next stage of learning and consistency in their experiences.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	142923
Local authority	Somerset
Inspection number	843118
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	16
Name of provider	East Huntspill Pre Sch Learning Alliance Committee
Date of previous inspection	02/03/2009
Telephone number	07715939730

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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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