

West Huntspill School Under Fives Group

New Road, West Huntspill, Highbridge, Somerset, TA9 3QE

Inspection date	17/11/2014
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide a nurturing and supportive environment for all children, especially two-year-olds.
- Staff focus strongly on developing children's independent skills for their future learning.
- Partnerships with parents and other professionals are strong. This maintains continuity in children's care, learning and development.
- The knowledgeable staff team work collaboratively to drive improvement and improve outcomes for children.

It is not yet outstanding because

- More able children are not always challenged in their number skills. There are fewer opportunities for children to use number labels consistently in their play and for staff to reinforce number recognition.
- Children understand the importance of washing their hands. However, staff do not always remind children why so that they learn more about hygienic practices.

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 children playing inside and outdoors.
- The inspector observed staff interactions with children.
- The inspector and manager completed a joint observation.
- The inspector spoke with children, parents, the chairperson of the committee and staff at convenient times during the inspection.
- The inspector sampled documentation including children's learning diaries and the setting's written self-evaluation.

Inspector

Rachael Williams

Full report

Information about the setting

West Huntspill Under Fives Group opened in 1976 and is registered on the Early Years Register. It is run by a committee and operates from purpose built premises in the grounds of West Huntspill Primary School, Somerset. Children have access to an enclosed playground and the school garden. There are currently 15 children on roll in the early years age group, aged from two to the end of the early years age range. The setting is in receipt of funding for free early education for two-, three- and four-year-olds. Staff support children with special educational needs and/or disabilities, and those who are learning English as an additional language. The setting opens on Mondays and Fridays from 9am until 3pm and on Tuesdays from 9am until 1pm during term time only. The manager has an early years qualification at level 4. She is supported by three members of staff; one of whom has Qualified Teacher Status and another who has an early years qualification at level 3.

What the setting needs to do to improve further

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

- provide further mathematical challenge for more able children and reinforce their recognition of number

- provide children with consistent explanations so they understand why they wash their hands to promote hygienic practices further.

Inspection judgements

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

The knowledgeable staff team plan a broad and balanced range of experiences across the educational programme that support children's interests. This means that children are actively involved and make good progress in their learning and development. Staff gain key information from parents and actively encourage their involvement in their children's learning. For example, parents complete an 'all about me' form as children start at the setting so that the key person can plan initial activities to help children settle. Staff use communication books well with parents to share children's experiences and achievements at home. For example, during group time staff read the notes from parents and asked children questions about their weekend experiences to develop their language skills. This is particularly evident in the encouragement staff provide for children with special educational needs to progress their learning. Staff make detailed observations, which helps them to identify children's next steps in learning to influence their future planning. They competently complete the required progress check for two-year-old children and

share this with parents. Staff monitor children's progress well, for example, identifying gaps in children's mathematical development, so that they can provide additional activities to support progress.

During the inspection, children enjoyed manipulating the play dough they made the previous day. They used tools purposefully to cut the dough into smaller pieces. Children demonstrated how they could roll the dough in their hands to create a 'small ball' and how they could also roll it on the table for the same effect. Children watched intently and copied the actions of others to learn new skills. Staff interact well to develop children's mathematical skills, such as identifying the shape, colour and size of the impressions they make on the dough. However, staff did not use the number cards consistently to label groups of objects as children counted them and to reinforce number recognition. Although these cards were available they were not used consistently to promote children's learning. In addition, there is little number labelling in the environment to support children's number recognition further during their play.

Staff used small group times effectively to promote children's learning. Staff provided clear explanations of the aim of the game, for example, to create a scarecrow. There is good support for children learning English as an additional language as staff used repetitive language, modelling and actions to enable them to be fully included in the game. Children carefully threw the dice, counting the spots or recognising the pattern immediately to choose the relevant card. Children used mathematical language well, such as describing that the body card goes in the 'middle'. There were good opportunities for children to learn from each other. However, more able children were not fully challenged, such as to make simple calculations to build on their existing knowledge.

Children enjoyed exploring the outside play area. They engaged in rolling, kicking and aiming games with the hoops and balls. They negotiated space well as they chased after the balls and hoops to retrieve and repeated the action as they problem solved and practised their skills. Children used tools purposefully in the soil trough and learned safe practices through positive interactions from staff. Children were confident to ask for additional resources that were stored in the shed to extend their play. They concentrated effectively on activities, such as filling their bucket with sand. Staff interacted well to demonstrate how to use different equipment, such as the sand wheel, which children then commented 'it's going round'. As children explore, staff describe what children are doing so that they link words to their actions to develop their communication skills.

Children participated enthusiastically in familiar songs. For example, they clapped out the familiar rhythm and held up fingers to represent how many monkeys remain. They thoroughly enjoyed sharing a large book. Staff gave children time to predict the end of the rhyming sentence and praised their achievements. Children responded well to questions and contributed their thoughts and experiences.

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

Staff provide a nurturing and supportive environment for all children, especially for two-year-olds who receive individual attention as they settle into the routines. For example, younger children sit for less time during group time and have the option to engage in other activities with adult interaction. Parents value this early intervention and the support their children receive. The key person system works exceptionally well. It enables staff to meet children's individual needs wholeheartedly as children make strong attachments. This supports their emotional well-being. For example, when staff change children's nappies they talk to them about familiar people and experiences throughout to reassure them. Overall, staff prepare a well organised learning environment so that children can engage in a range of activities. Toys and resources are easily accessible as they are stored in low-level units with clear picture labelling to support children's independent choices. Children have a good sense of belonging as staff celebrate children's achievements with colourful displays.

Children behave well as they are clear about the boundaries and behaviour expectations. Staff are good at encouraging younger children to use their words to resolve conflicts. This helps children learn how to manage their behaviour appropriately. Children are familiar with expectations, such as finding a bee cushion to sit for story time. They remind each other of rules, such as moving their finger to their lips to remind their friends to be quiet and pointing to their eyes to remind them to look at the pictures. Children learn good turn taking skills as they participate in games. This helps them to develop the skills needed for their future learning. Children understand the importance of caring for living things. For example, children go into great depth explaining how to care for their dragon, such as not picking it up by the tail.

Children develop a good understanding of healthy lifestyles. There are regular opportunities for children to be outside and active, such as in the school garden where they can explore nature. Children are aware of healthy practices, such as washing their hands before they eat their snack. However, they are unsure of the purpose of washing their hands as staff do not always explain why this is important. Children enjoy healthy snacks, such as carrot, banana and pear. Staff promote children's independence and self-care skills well. For instance, children pour their own drinks at snack time, put their coats on and fasten the zips. This helps them gain the skills required as they move on to school. Children learn safe practices as staff provide clear explanations, such as not playing on wet steps outside as they may slip.

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

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They successfully implement policies and procedures to maintain children's well-being. Staff provide a safe and secure environment, which is a thoroughly risk assessed. For example, on wet days staff limit the access to the outdoor area as the steps become too slippery and need constant supervision. There are good recruitment and induction arrangements to enable suitable staff to work with the children. All staff hold paediatric first-aid qualifications and deploy themselves appropriately to meet children's

needs. Staff attend regular training to safeguard children. They have a good understanding of their responsibilities to report any concerns they have about a child in their care. They have strong partnerships with key agencies to support children's well-being.

The staff team work well together to evaluate the provision to drive improvement. They have developed an action plan to improve practice, such as purchasing electronic tablets to improve children's understanding of technology. Well-qualified and experienced staff work well together as a team. They regularly meet and share their strengths and good practice so that outcomes for children are improved. Staff have a positive attitude to professional development. The committee and manager support staff effectively to improve their knowledge and the delivery of the Early Years Foundation Stage. This means that there are consistent arrangements to monitor children's progress through effective planning and assessment systems. Staff have recently reviewed and improved these through their self-evaluation arrangements. Consequently, children make good progress in their learning and development from their starting points.

Staff work in good partnership with parents, other professionals and the school to maintain continuity in children's care, learning and development. Parents are actively involved providing key information to staff both verbally and through the communication books. Parents contribute to the celebration board, such as photographs of children's achievements and experiences at home. There are strong links with the school to support children as they move on to school. For example, there are regular talks with the reception teacher to address any gaps in the educational programme.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	142932
Local authority	Somerset
Inspection number	841562
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	15
Name of provider	West Huntspill School under Fives Group Committee
Date of previous inspection	02/03/2009
Telephone number	01278 789234

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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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