

# Huntingfield Pre-School

Addington Methodist Church, Huntingfield, CROYDON, CR0 9BA

<b>Inspection date</b>	19/11/2014
Previous inspection date	12/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The staff team work well with other agencies to ensure continuity of children's learning.
- Strong partnership with parents supports children's learning and development.
- Staff have a secure understanding of keeping children safe.
- A secure key-person system helps children to be independent.
- Staff are good role models and this encourages children to play harmoniously.

### It is not yet outstanding because

- The staff do not always provide learning experiences that reflect the interests and learning styles of all children in the setting.

## 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 carried out a joint observation.
- The inspector spoke with parents and staff.
- The inspector observed activities indoors and outdoors
- The inspector sampled children's records and other relevant documents.

## Inspector

Tracey Murphy

## Full report

### Information about the setting

Huntingfield Pre-School registered under the current private provider in 2008. The setting operates from a church hall in the Addington area, within the London Borough of Croydon and serves the local community. There is a garden area for outdoor play. The pre-school is registered on the Early Years Register and there are currently 53 children aged from two to five years on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group is open Monday to Friday, during term time, from 9.15am until 12.15pm. A lunch club operates from 12 noon until 1.30 on Thursdays. Children attend for a variety of sessions. There are 12 staff who work with the children; of these, seven hold recognised early years qualifications. The setting receives support from the local authority through an early years advisor.

### What the setting needs to do to improve further

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

- extend learning opportunities for all groups of children to further reflect their interests and learning preferences.

### Inspection judgements

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

Children enjoy a well-resourced and stimulating environment. They enjoy a good range of activities and staff support them in their learning. Children have opportunities to develop their early writing and mathematical skills. For example, during activities, children are encouraged to write their names independently and during circle time, children enjoy counting who is present. Staff use good questioning techniques to encourage the children's thinking skills. Staff develop children's social and emotional skills as they teach about turn-taking while completing puzzles, which helps to support the next stage of their learning. Children develop their physical skills while playing in the garden. They join staff in doing star jumps as part of their regular exercise. Children are encouraged to see the effects of exercise on their bodies.

Staff deploy themselves well, so that children are supervised and supported fully with the activities they choose. Staff track children's progress. They record and identify areas of development and encourage children's learning further. Although this system does not always ensure that staff provide activities and learning opportunities for all groups of children's interests and learning styles. Staff share information about further learning with parents and actively seek parents' input, providing 'home learning bags' with activities to support learning at home.

All children make good progress. Early intervention ensures that children with special educational needs and/or disabilities progress in their development equally well. The staff team work closely with outside agencies to ensure those children with additional needs are supported effectively. This also ensures smooth transitions when children move on to school. The key-person system engages all parents. Parents discuss their children's future learning and the pre-school offers strategies and support to enhance children's learning at home.

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

Children are confident and develop positive relationships with staff and friends. An effective key-person system is in place, enabling children to form secure attachments with staff. Staff plan individual and flexible settling-in periods for new children and parents, who are positively involved in this process. Relationships between staff and children are strong and parents say children are happy and love coming to pre-school.

Staff are good role models and are deployed well. Staff calmly remind children of boundaries in the setting, such as 'saving our big voices for garden time and not indoors'. This helps to ensure there is a calm atmosphere with children playing cooperatively. Snack time is a social occasion where staff and children interact well. Older children relish in the responsibility of being the helper during these times. Staff pay careful attention to dietary requirements and promote healthy eating as part of children's healthy lifestyles. Fresh drinking water is available throughout the morning, indoors and outside.

Staff maintain consistent standards of hygiene throughout the pre-school. There are good procedures in place to prevent the spread of infection. Children manage their own personal hygiene with support from staff. For example, children learn to wash and dry their hands thoroughly and are beginning to know when and why they need to do this. Staff praise children for their achievements promoting children's self-confidence.

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

The manager and staff team are motivated and communicate to continually develop the pre-school. There are good systems in place to develop improvements in staff practices, as the manager monitors and evaluates staff practice through termly supervisions. This develops staff roles and helps to ensure that all staff understand their responsibilities. Staff hold regular meetings, attend a range of courses and update their knowledge by sharing their expertise as a team. This has a positive impact on the outcomes for children.

The manager monitors the areas of learning during weekly planning meetings, and through a tracking system to assess children's progress. Although the monitoring of specific groups is not always robust to help ensure all children's learning styles are provided for. The manager and staff clearly understand the safeguarding and welfare

requirements of the Early Years Foundation Stage. The manager is the designated person responsible for safeguarding and is confident in her role. Staff regularly refresh their knowledge of safeguarding and all have access to information about procedures to follow if they have concerns about a child. Robust systems are in place to ensure all staff working with children are suitable to do so.

Staff are given training opportunities and support to ensure their knowledge is current and revised. Staff carry out daily risk assessments and monitor the environment to ensure they maintain safety at all times for the children. The pre-school practise the emergency evacuation procedure with children and the access to the premises is secure. The organisation of indoor and outdoor space and suitable deployment of staff means children are closely supervised at all times to keep them safe.

## 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

<b>Unique reference number</b>	EY385402
<b>Local authority</b>	Croydon
<b>Inspection number</b>	829946
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Elaine Back
<b>Date of previous inspection</b>	12/05/2009
<b>Telephone number</b>	07936 648864

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

