

# Huntington Under 5's

Village Hall, Butterbache Road, HUNTINGTON, Chester, CH3 6DB

<b>Inspection date</b>	15/12/2014
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 well-established key-person system effectively supports children's learning and development. This ensures a consistent flow of information about children's development to parents.
- Parents contribute to children's initial starting points so that staff get to know children well from the outset. This results in children that are happy, confident and enjoy their time at the setting.
- Teaching is effective as staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage and plan effectively for children's individual interests.
- Children feel safe at the setting and are effectively protected from harm as staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding.

### It is not yet outstanding because

- On occasions, staff's planning for large group activities does not always reflect the level of understanding of the youngest children.

## 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 held discussions with the manager of the provision and viewed a range of documentation.
- The inspector checked evidence of the staff's suitability and qualifications.
- The inspector observed activities taking place in the playroom and in the outside area.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Gillian Kitchen

## Full report

### Information about the setting

Huntington Under 5's opened in 1968 and is registered on the Early Years Register. The setting is run by a volunteer committee of parents and carers. It operates from the village hall in Huntington, Chester. The setting opens from 9am to 3pm Monday to Wednesday, and 9am to 12noon Thursday and Friday, term time only. Children attend for a variety of sessions. They are cared for in one large room and have access to an enclosed outdoor play area. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently seven staff working directly with the children, all have appropriate qualifications at level 2, level 3, level 5 and level 6. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

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

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

- enhance the planning for some children's learning during large group activities, so that the youngest children consistently access the activity at their level.

## Inspection judgements

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

Children are happy, safe and enjoy learning in this well-planned and welcoming environment. They make good progress and are achieving the expected milestones for their stage of development. Staff demonstrate that they have a very secure understanding of the Early Years Foundation Stage and their role in supporting children's learning and development. Children's progress is monitored and tracked and, as a result, staff support children's learning well and plan effectively for their next steps in development across all areas of learning.

Children enjoy large group time at the beginning and end of sessions. They welcome each other, sing songs and dance. However, staff do not always fully reflect on the level of understanding of the youngest children during these activities and, as a consequence, some children occasionally lose interest in the activity. Staff support children's communication and language development and children listen with interest to songs and stories. In story time, children have great fun and enjoyment as staff help them to expand their vocabulary, introducing and reinforcing the use of familiar phrases and sounds. The good range of resources, both indoors and outside, are well organised and easy for children to reach, to enhance their independence and enjoyment. This supports children in their readiness for school. Staff motivate children and provide activities which capture their imagination. For example, children are keen to decorate the Christmas tree and to

explore the cosy den, which is transformed into a Christmas grotto.

The quality of teaching is rooted in good knowledge of how children learn. Staff complete individual care plans, clearly setting out specific targets for learning so that they can plan to close any identified gaps in children's learning. This means that all children are fully supported well, including those with special educational needs and/or disabilities and children with English as an additional language. Staff encourage parents to follow children's interests at home. For example, children take a cuddly teddy and book bag home and talk about the adventures they had with the teddy when they are back at the setting. This forms a good link between home and the setting. Parents receive regular newsletters giving them information about the setting and further suggestions about how they can enhance children's learning at home. Parents are also invited to stay and play sessions at the setting, where they are involved in children's activities. They receive feedback about their children through written developmental summaries of their progress, which are shared at parents evening. Progress checks for children between the ages of two and three years and children's learning journals are also shared with parents, to keep them involved in their children's learning.

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

The very well-established, consistent staff team provides a key-person system, which is firmly embedded in practice and highly effective in supporting children's personal, social and emotional well-being. As a result, children settle easily at the setting. Staff are good role models and provide effective boundaries for children's behaviour. Staff's ethos is to encourage children's positive behaviours and, as a result, children are encouraged to behave well. Staff know the children well and each child is treated as an individual. This helps to develop children's independence and self-confidence. Children visit the local schools to watch plays and concerts, including an annual nativity. As a result, children are emotionally prepared for their move onto the next stage in their learning.

Children greatly enjoy the outdoor environment, where they learn about the benefits of an active lifestyle. Staff provide opportunities for children to take risks in the safe environment, to climb, balance, construct and dig. Children enjoy nutritious snacks and are aware of the importance of a healthy diet and the need to drink water regularly. Meal times are relaxed, social occasions, where children build relationships with their peers and talk to staff about the activities of the day. Information about children's eating habits and any food allergies are gathered from parents on entry, to ensure that individual requirements and preferences are fully met.

Children are supported by staff to gain a good understanding of effective personal hygiene routines. They wash their hands before meals and after playing outside, and staff talk to the children about the importance of good hygiene to keep them well. Staff consistently give priority to the safety of children. For example, daily risk assessments are carried out to ensure that the areas used for children are free from hazards. Staff help children to learn to keep themselves safe as they practice regular emergency evacuation drills. Children wear high visibility jackets when being collected from school and staff talk to

them about road safety.

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

Staff have a clear understanding of the safeguarding and welfare requirements. Children are effectively protected from harm as staff demonstrate good knowledge and understanding of their responsibilities about protecting and safeguarding children. They ensure that children are effectively supervised at all times of the day, for example, by providing additional staff to cover the lunchtime session. They carry out daily safety checks on the premises and, as a consequence, children feel safe at the setting. Staff have attended safeguarding training and have a clear understanding of policies and procedures which are implemented consistently. Appropriate checks are carried out on adults working with children to promote children's safety and well-being.

The management of the setting fulfils their responsibilities to meet the learning and development requirements. The effective monitoring of practice and the evaluation of its impact on children ensures that they make good progress towards the early learning goals. There is full commitment to staff training and development, and the performance management of staff includes regular supervision and appraisal sessions to monitor practice. Effective partnerships with parents are well established and detailed summaries about children's learning and development are discussed with parents regularly. Partnerships with other professionals are effective in supporting children's learning experiences. For example, staff visit other settings to find out how to improve practice so that children's learning experiences are developed.

The self-evaluation process is well established. The manager has a clear vision for the setting, with a real sense of purpose and direction. The recommendations from the last inspection have been fully addressed. For example, staff have made improvements which have enhanced the observation and planning for children's learning and development. Management have also implemented good systems and processes to ensure that staff recruitment practices are thorough. Once appointed, staff are subject to an induction period and probationary periods to ensure that all staff are able to work at the highest standard.

## 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>	305120
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	864808
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Huntington Under Five's Committee
<b>Date of previous inspection</b>	29/06/2009
<b>Telephone number</b>	07503779834

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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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