

Pencombe Under Fives

Pencombe & Little Cowarne Village Hall, Pencombe, Bromyard, Herefordshire, HR7 4SH



Inspection date

1 June 2015

Previous inspection date

17 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Parents are involved in their child's learning. Staff send home a daily record sheet which provides parents with information on activities children have taken part in and how they can be extended at home.
- All staff are fully aware of their role in protecting the children in their care. They recognise types of abuse and can clearly say what they would do if they had a concern about a child. Children are further protected as all committee members receive safeguarding training from the manager.
- Children who have additional learning needs and those who speak English as an additional language are supported well. Staff work with outside agencies to ensure that children receive the support they need to make progress in line with their individual capabilities.
- Children's behaviour is good. Clear strategies have been implemented to encourage children to share and take turns.

It is not yet outstanding because:

- The organisation of activities within the room, specifically during the afternoon session, sometimes prevents children from being highly motivated and engaged in their learning.
- Opportunities are not always regularly provided for children to fully develop their knowledge of information technology.

What the setting needs to do to improve further

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

- enhance children's learning by providing them with regular access to information technology, such as computers and programmable toys
- improve children's choices within their play by considering the organisation of activities, especially during the afternoon session.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the group supervisor and looked at relevant documentation including evidence of the suitability of staff to work in the nursery.
- The inspector spoke to parents and children and took account of their views.

Inspector

Becky Johnson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning and development in this friendly and welcoming setting. The room is set out before children arrive and they are easily able to access activities. However, during the afternoon session, due to the nature of the setting, staff tidy some activities away. As a result, there are occasions when children are not always fully occupied. They are clearly familiar with the routines of the day. They find a mat and sit quietly at circle time and help to tidy away at the end of the day. As a result, they begin to develop skills they will need when they move to school. They develop their mathematical skills as they count in a variety of situations. For example, they count the number of children who are present and recognise the number on the bottom of the plastic ducks when they race them in the stream. They recognise shapes and can name a rectangle, a square and a triangle from a simple description. They know that a shape with eight sides is called an octagon and one with five sides is a pentagon. Children benefit from time spent outdoors and they are becoming familiar with nature. They fish in a shallow pond and excitedly hunt through their nets to see what they have caught. Planning evolves from children's interests and staff are quick to add children's ideas, such as recognising items that sink or float, to the planning sheet. However, children do not regularly have opportunities to develop knowledge of information technology because they do not have regular opportunities to use resources, such as computers or programmable toys.

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

Children develop confidence and self-esteem. The key-person system is effective and key persons know their children well. As a result, children are emotionally secure and are settled and happy in their play. Children learn about safety and how to keep themselves safe. They know to look and listen for cars when they cross the road. Staff teach them the importance of staying safe when they are near water. Children are beginning to understand about healthy eating. Staff talk to them about the healthy options in their lunch boxes and encourage them to eat these first. Parents are provided with sheets with ideas for healthy lunchboxes. A healthy eating display includes recipes from children's home lands and information for parents about the fat, sugar and salt content found in foods.

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

Staff work closely together to identify areas for improvement. They attend training and partnership meetings with other local providers to share good practice. They have implemented what they have learnt and this has a positive impact on children's learning. The manager observes staff practice to identify any additional training needs. Staff track children's progress and assess their findings to identify if there are any gaps in children's learning. They work closely with the school and other settings children attend to ensure consistency of learning and to support children in their move to school.

Setting details

Unique reference number	223578
Local authority	Herefordshire
Inspection number	864299
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	14
Name of provider	Pencombe Under Fives Committee
Date of previous inspection	17 March 2011
Telephone number	07594961039

Pencombe Under Fives was registered in 1999. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The setting opens on Monday, Tuesday, Thursday and Friday, during term time only. Sessions are from 9.15am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

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