

Huncote Community Association



Huncote Community Centre, Denman Lane, Huncote, LEICESTER, LE9 3BS

Inspection date	21 January 2016
Previous inspection date	19 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff form good relationships with children and spend time getting to know all about them during the gradual settling-in process. Children are happy and settled and enjoy their time at playgroup.
- Staff observe and assess children's development. They use the information well to identify their age and abilities and plan effectively for the next stage in their learning.
- Children enjoy time outdoors each day. They have many opportunities to be physically active and explore the outdoor environment.
- Children behave well. They develop confidence and good levels of self-esteem. Staff praise and acknowledge children's achievements and continually share their progress with their parents.
- Staff understand their role in maintaining children's safety. Daily risk assessments enable staff to identify potential risks within the environment and outdoors and take steps to minimise them.

It is not yet outstanding because:

- Not all staff recognise the spontaneous opportunities that occur in children's play to promote their thinking and vocabulary further.

What the setting needs to do to improve further

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

- support staff more effectively in identifying and building on the learning potential that arises from children's spontaneous play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the early years professional.
- The inspector held a meeting with the manager and early years professional. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the setting and committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff maintain their knowledge of child abuse and neglect and take appropriate steps to ensure children remain safe. Thorough recruitment procedures are in place for all staff working in the playgroup. Induction procedures cover all aspects of the care provided. Staff and committee members complete appropriate Disclosure and Barring Services checks. The manager and early years professional monitor the educational programme. Systems for supervision and appraisals are effective. Staff use this time to acknowledge their skills and identify ways of continually developing their knowledge and practice. Staff meet regularly as a team to share any new information and plan effectively for all children.

Quality of teaching, learning and assessment is good

Staff gain detailed information from parents about their child's development at the start of their placement. The information is used effectively to plan for each child taking account of their interests. Staff observe, assess and plan for each child. They use the information they gain through their observations to identify the next steps in their learning and plan accordingly. Staff evaluate the quality of the activities provided to ensure that they continually challenge and enhance children's learning. Children recognise the letters that form their name. Labels within the environment support their understanding that print has a meaning. Children learn about how things change. For example, they talk about how water becomes frozen when placed in the freezer. They talk about blocks of ice within their play, exploring why they melt revealing the different pretend insects that are frozen within them.

Personal development, behaviour and welfare are good

Children develop strong bonds of attachment with staff who take time to build a rapport with them as they settle into playgroup. They are happy and confident in the daily routine. Clear friendships have developed between children and they are developing their skills of negotiation through play. Staff model good behaviour and praise children for their achievements. Children's individual dietary needs are well known by staff and respected. Children make choices at snack time and chatter to each other about their day. Children benefit from fresh air each day. Their learning continues outdoors. They use their hand-to-eye coordination as they stand different shapes and knock them over by rolling a ball. They use small tools and equipment to dig and tend to the vegetable garden.

Outcomes for children are good

Staff observe, assess and plan for each child taking account of their individual needs, abilities and interests. Children develop confidence and make good progress and develop the skills they need in readiness for their move to school.

Setting details

Unique reference number	226419
Local authority	Leicestershire
Inspection number	864376
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Huncote Community Association
Date of previous inspection	19 April 2010
Telephone number	0116 286 2200

Huncote Community Association was registered in 1977. The playgroup employs six members of childcare staff all of whom hold appropriate early years qualifications. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 12 noon. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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