

Huntington Under 5's

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



Inspection date	20 September 2017
Previous inspection date	15 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to provide Ofsted with the information required to check the suitability of all members of the committee. In addition, they have not notified Ofsted of a change to their charitable status.
- The manager's monitoring and evaluation of teaching is not fully effective in helping raise the standard of teaching practice to an outstanding level.
- Staff do not support children who speak English as an additional language as effectively as possible to develop and use their home language in their play and learning.

It has the following strengths

- Staff have formed strong relationships with staff at the nearby school to help promote continuity in learning for those children who attend both settings. They also work together to help prepare children emotionally for their eventual move to school.
- Staff manage children's behaviour effectively and reinforce the pre-school rules to help encourage children's positive behaviour. Children are learning how to share and take turns. Staff help children who find it difficult to take turns through using aids, such as timers, to help them understand when it is their turn.
- Staff take children on regular outings to help broaden their learning. For example, they visit the mobile library to help children extend their interest in books. They also go to the local fire station to learn about fire safety.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve the committee's knowledge and understanding of what changes must be notified to Ofsted, including changes to members of the committee and the charitable status of the pre-school. 20/12/2017

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

- strengthen the monitoring of staff practice, to help address minor variations and raise standards of teaching to an outstanding level
- build on the support for children who speak English as an additional language to further enable them to use their home language in the pre-school.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has a poor understanding of changes that must be notified to Ofsted. They have failed to provide Ofsted with the necessary information required to check the suitability of all committee members. Although committee members do not have any direct contact with children, they are responsible for safeguarding children. This includes monitoring staff suitability and implementing policies to safeguard children. However, the provider has not vetted all committee members to help ensure they are suitable to fulfil these safeguarding responsibilities. The provider has also failed to notify Ofsted of a change to their charitable status. This means they have not taken the necessary action to re-register the pre-school with Ofsted. Nevertheless, all staff have a strong knowledge of how to report child protection concerns. The manager uses feedback from parents and staff to help evaluate the quality of the pre-school. For example, as a result of a parent's suggestions, she has changed the way information about children's progress is shared with them so they now have continuous access to this. The manager and key persons monitor individual children's progress effectively. They quickly identify gaps in children's learning and close them swiftly, working in partnership with parents and other professionals. The manager also identifies how to accelerate aspects of children's learning even further, such as their counting skills. She has developed the range of mathematical resources in the environment to help support this.

Quality of teaching, learning and assessment is good

Staff are well qualified. They use their knowledge and skills to accurately identify children's starting points. Staff also complete the progress check for children aged between two and three years and identify their next steps in learning. Staff plan varied activities that incorporate children's learning styles. For instance, staff promote boy's imaginations through their interest of superheroes. They create inviting role-play areas that boys thoroughly enjoy exploring imaginatively, taking on the role of different superheroes. This also helps to promote their communication skills. They make and use different sounds as they move around the room, including saying 'zoom'. Children are developing a good understanding of the world. For example, girls sit in the tent outside with staff and talk about their own experiences of going camping. Children have high levels of concentration and persevere to achieve what they set out to do, such as using tweezers to put foam pieces in plastic bottles.

Personal development, behaviour and welfare are inadequate

The provider does not sufficiently promote children's safety and welfare by ensuring committee members are suitable for their role. Nevertheless, children enjoy coming to this welcoming pre-school and they are fond of the staff who care for them. Staff appropriately assess potential hazards in the pre-school and manage risks to help give children opportunities to learn how to use equipment safely. For example, they create obstacle courses on the grass outside. This helps children to develop their physical skills, such as balancing and encourages them to think about how to move from one end to the other

safely. Staff teach children about healthy lifestyles, including providing nutritious snacks for children and encouraging them to follow good hygiene routines, such as handwashing.

Outcomes for children are good

Children make good progress and are learning skills they need for the next stage in their learning. They are becoming independent and are beginning to do things for themselves, such as starting to unpack their own lunch from their bag. Staff have a strong focus on teaching children the skills they need for school, including mathematics and early writing skills. Children recite numbers from one to 10 and older children are starting to learn which numbers comes after 10. Children, including toddlers make marks using a range of different materials. They are starting to give meaning to the marks they make, such as explaining what they have painted.

Setting details

Unique reference number	305120
Local authority	Cheshire West and Chester
Inspection number	1103488
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	54
Name of registered person	Huntington Under Five's Committee
Registered person unique reference number	RP524896
Date of previous inspection	15 December 2014
Telephone number	07503779834

Huntington Under 5's registered in 1968. The pre-school is run by a committee. There are currently 10 staff working directly with the children and they all hold appropriate early years qualifications at level 2 or above. The manager holds early years teacher status. It operates from 9am to 3pm from Monday to Friday, during term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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