

West Huntspill School

Underfives Group

New Road, West Huntspill, Highbridge, Somerset, TA9 3QE



Inspection date	11 December 2017
Previous inspection date	17 November 2014

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

- Effective leadership and management result in a staff team committed to maintaining good-quality outcomes for children. Self-evaluation helps the manager prioritise improvements that benefit children most. For example, focusing strongly on speech and language development to close the gaps for children who were late talkers on entry.
- Children make good progress, relative to their starting points. Effective systems of observation, assessment and tracking help the manager and staff identify any gaps in learning, which they address through their planning to make sure these close quickly.
- Staff involve parents well in their children's learning, and share information between them very effectively. Staff use this well in their assessments and planning.
- Children's behaviour is good and they show through their actions that they feel emotionally secure. They are confident and have good self-esteem.
- Strong relationships with other professionals supporting children who have special educational needs (SEN) help staff to plan very well to ensure they make good progress.

It is not yet outstanding because:

- Systems to share information with other early years providers are not fully effective, to ensure consistency between settings when planning for children's future learning.
- Some younger children who find it difficult to settle to an activity do not consistently receive the support they need to encourage their engagement during less structured parts of the day.

What the setting needs to do to improve further

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

- develop systems of sharing information about children's learning with other early years providers, to ensure there is consistency between settings when planning for future learning
- develop awareness of when younger children, particularly those who find it difficult to settle to an activity, may need more support to help them engage, and be consistent in providing this help.

Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outdoors.
- The inspector and the manager completed a joint observation of a planned activity.
- The inspector talked to committee members, the manager, staff, parents and children.
- The inspector sampled required documentation, including safeguarding procedures, and talked to staff about how they implement these.
- The inspector discussed systems of observation, assessment and planning, and sampled children's learning records.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The management committee and manager support staff's professional development very well. They encourage them to make the most of training opportunities to further their knowledge and skills, to extend children's learning experiences. The manager monitors the positive impact of staff training on children's learning. For example, following training, staff developed activities to encourage children to better understand their emotions and learn how to manage and express these appropriately. Assessments show how these activities have been particularly effective in helping those children who sometimes struggle to handle their feelings to learn to talk to staff instead of reacting. Safeguarding is effective. The management committee, manager and staff have a thorough understanding of local procedures to safeguard children and protect them from harm.

Quality of teaching, learning and assessment is good

Staff plan a good variety of activities based on children's interests, so they are keen to take part. These provide good levels of challenge to help children make progress. Staff develop children's mathematical knowledge very well, making good use of opportunities to encourage them to use this in different ways. For example, they encouraged younger children to count the number of star jumps they completed and the amount of shells they found in the sand. Staff extend children well so that they use their knowledge and build on this. For example, they encouraged older children to describe what they intended to build, discuss which materials they needed, and decide who would do what, as they worked together to achieve a common goal.

Personal development, behaviour and welfare are good

Children understand about keeping themselves safe and preventing accidents, which they demonstrate during play. For example, children put the cakes they made from play dough into an imaginary oven. They talked about the hot oven and used a glove each time they checked their cakes so they would not burn themselves. Children who learn English as an additional language benefit from staff's good awareness of their level of English when they first attend. They are quickly included because staff use language they understand to help engage them.

Outcomes for children are good

Children develop good skills to prepare them for the next stage in their learning, including going to school. They have good practical skills and are independent. For example, children choose what and how much to eat at snack time, and learn to use cutlery and tools confidently in cookery. Children enjoy interesting activities that help them develop the fine motor skills they will need for writing later on. For example, they cut fabric, thread needles and sew decorative snowmen and Christmas trees.

Setting details

Unique reference number	142932
Local authority	Somerset
Inspection number	1070338
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	West Huntspill Under Fives Group Committee
Registered person unique reference number	RP522285
Date of previous inspection	17 November 2014
Telephone number	01278 789234

West Huntspill School Underfives Group registered in 1976. It is run by a voluntary management committee. The setting opens on Mondays and Fridays from 9am until 3pm and on Tuesdays from 9am until 1pm during term time only. The setting is in receipt of funding for free early education for two-, three- and four-year-old children. There are six staff employed to work with children. The manager has an early years qualification at level 4, one member of staff has qualified teacher status, two have early years qualifications at level 3, one has a level 2 qualification, and one is a student working towards professional qualifications.

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