

# Inspection of Huntington Under 5's Preschool

Village Hall, Huntington CH3 6DB

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Inspection date: 10 September 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle incredibly quickly at the setting. Staff focus on building strong relationships with children when they start. They offer children cuddles and soothing words. This helps children to feel safe and secure. Staff know children very well. They know exactly what children need to learn next, and plan activities that help children to develop their knowledge and skills. The curriculum builds on what children already know, which helps them to make good progress over time.

Children explore indoors and outdoors, making choices about how they spend their time. Spaces are set up in the hall to encourage children's communication and social interactions. Children listen carefully to adults. They are confident and ask for help when they need it. Children enjoy songs and show delight as they join in with the words and actions. Staff share books with children, which helps them to learn new words. Children form friendships with others and play happily together. Staff use mealtimes as an opportunity to learn more about children. Children talk freely about their lives and homes, which helps staff to get to know children even better.

### **What does the early years setting do well and what does it need to do better?**

- The curriculum is designed to build on children's knowledge and skills over time. Staff know children well and plan activities to support children in their learning and development. This means that children make good progress.
- Staff provide support for those children moving to school. For example, teachers visit the setting to meet children and learn about their progress. Children try on uniform and look at photos of their new schools. This helps children to have a strong start when they move to school.
- Children understand the daily routine, such as when it is time to wash hands to prepare for lunch. However, some parts of the daily routine do not fully involve and engage children. For example, when it is time to tidy up, staff help a small number of children, and many children continue to play. This means that children do not consistently receive the support they need to follow the routine.
- Children eagerly come together for groups times. However, some children do not focus and engage in these activities. For example, during story time, some children continue to play and talk. Staff do not set clear expectations for children. This means that not all children fully benefit from the activity.
- Staff encourage children to do things independently. For example, children wash their hands with little support, and confidently open their lunches. This helps children to develop confidence in their own abilities.
- Children learn about what makes them unique. For example, they look at their faces in mirrors and notice their similarities and differences. Staff encourage children to talk about their feelings. This helps children to develop a good understanding of self.

- Equality and diversity are promoted. For example, parents visit the setting to share their cultural heritage with children. Children explore the food and clothing from these cultures. This helps children to develop a good understanding of the world they live in.
- Staff use a variety of strategies to support children's behaviour. For example, a shaker is used to get children's attention. Children understand what this means and listen carefully. This helps to support children's positive behaviour.
- Staff provide good support for children with special educational needs and/or disabilities (SEND). Referrals are made in a timely manner and the setting works closely with parents to identify children's progress and next steps. Children with SEND make good progress.
- Parent partnerships are a strength at the setting. Parents' evenings are held and parents receive a variety of communication about children's progress. They are invited to stay-and-play sessions. This helps to ensure that learning is consistent between the setting and home.
- The committee play an active role in supporting the setting and driving progress. The well-being of staff is a key focus at the setting. Staff report a manageable workload and good support from the committee and management team. This helps the setting to retain a high-quality team of staff, which leads to longstanding relationships with children and families.
- The setting has prioritised staff development and created a culture of continuous learning. Staff take part in a wide variety of training, which helps them to develop their practice. This means that the care and education that children receive evolves to continually meet their needs.
- The curriculum does not fully promote children's awareness of how to access the internet safely. This means that children do not always understand what to do if they identify any risks online.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- develop routines that involve all children to help them to understand their role
- set clear expectations for children at group times to support their focus and engagement
- embed online safety into the curriculum so that children learn how to keep themselves safe online.

## Setting details

<b>Unique reference number</b>	EY554448
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10350886
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Huntington Under 5's Pre-School
<b>Registered person unique reference number</b>	RP554447
<b>Telephone number</b>	07503779834
<b>Date of previous inspection</b>	10 September 2018

## Information about this early years setting

Huntington Under 5's Preschool registered in 2017 and is located in Huntington, Chester. The pre-school employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.

We carried out this inspection 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.

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