



## Asfordby Pre-School

Inspection report for early years provision

**Unique Reference Number** 226324

**Inspection date** 26 June 2006

**Inspector** Lesley Barrett

**Setting Address** Community Centre, Captains Close Co. Primary School,  
Saxelby Road, Asfordby, Melton Mowbray, Leicestershire, LE14  
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**Registered person** Asfordby Pre-school,

**Type of inspection** Integrated

**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Asfordby Pre-School opened in 1992. It operates from the community centre mobile and playground in the grounds of Captains Close Primary School in the village of Asfordby. A maximum of 22 children may attend the setting at any one time. The pre-school opens each week day during term time from Monday to Friday 08:45 hours until 11:30 hours and Tuesday to Thursday 12:00 hours to 15:00 hours. There is a fully enclosed outdoor play area and the pre-school also have access to the

school's outdoor facilities.

There are currently 48 children aged from two to five years on roll. Of these, 41 children receive funding for early education. Children attend for a variety of sessions. The setting currently supports children with learning disabilities and children who speak English as an additional language.

There are four full time and two part-time staff who work with the children. Of these, four staff have appropriate early years qualifications and one member of staff is currently working towards an NVQ level three certificate. The setting receives support from a mentor teacher from the Leicestershire Early Years Childcare and Development Partnership and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and well-maintained environment. Staff have a clear understanding of the need to prevent cross-contamination, through sound policies and effective practice. For example, anti-bacterial sprays are used on surfaces. Children develop a thorough understanding of personal hygiene as they attend to their own personal needs, such as washing their hands following toileting and before snack times. In addition to this, prompts and well planned activities remind children about the importance of good hygiene practices.

Children are benefiting from a range of healthy snacks, such as fresh fruit. They are provided with choices of drinks at snack time and water is made available throughout the session enabling children to help themselves. Children's special dietary requirements are considered when providing snacks and notices remind staff of each child's needs to ensure that their individual dietary requirements are met. However, information provided by parents regarding children's allergies is insufficient, preventing staff from fully protecting children's well-being.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. Staff make very good use of a well planned outdoor area and children have free flow indoor/outdoor play throughout a majority of their time at the setting. Effective links are in place between the curriculum activities offered inside to ensure that children choosing to play outdoors experience similar learning opportunities. Staff make good use of everyday activities, such as running to help children to learn about how their bodies work. For example, they are encouraged to feel their heart beat before they start running and again when they have finished and staff develop children's understanding as they explain why this is happening.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for within a safe and secure environment. Effective layout of the rooms, outdoor area and constant supervision of children, minimises risks as they are able to move safely and freely, choosing where they would like to play. Resources are well organised and effectively stored allowing children easy access to the equipment enabling them to develop their independence.

Children's safety is very well protected as the premises are kept secure, to prevent unauthorised entry or a child leaving unsupervised. Robust systems are in place for the arrival and departure of children as a member of staff remains at the entrance door to prevent children leaving alone. Good procedures and consistent risk assessments ensure that all areas accessed by children are safe and hazards are minimised. Good deployment of staff ensures that activities which pose greater risks, such as using a large tractor tyre are constantly supervised allowing children to take controlled risks in a secure environment. Effective layout of the resources and furniture enables children to move freely and safely around the room and outside. For example, separate areas are provided outside for children who are whizzing around on wheeled toys to prevent injury to others. Children are learning about the importance of keeping themselves safe, as they are gently reminded not to run inside and the reasons why. Regular fire drills are practised helping children and staff become familiar with the procedures to be followed in the event of an emergency.

Children's welfare is effectively safeguarded as parents complete paperwork which would allow staff to act quickly if a child became ill. Their immediate first aid needs are met as sufficient staff hold an appropriate qualification and they have a clear understanding of the need to inform parents of when their child has sustained an injury. Children are never released to an adult unless parents have given prior written consent. Staff are aware of the correct procedures to follow should they have any concerns regarding a child in their care and an effective child protection policy is in place which ensures children's safety and well-being are the main concerns of the group.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and confident. They show a good bond with staff who are consistently warm and kind in their approach. They recognise the needs of younger children who are settling and provide a range of stimulating and interesting activities to meet their needs. These are adapted and changed frequently to maintain children's interest and give them a sense of achievement. The session for younger children is planned effectively, staff are aware that they have a shorter attention span and therefore do not expect them to sit for sustained periods, such as at snack or story time. This helps to maintain children's attention and prevents disruptive behaviour. Staff are aware of the 'Birth to three matters' framework and currently use it to plan and develop a stimulating range of activities to aid the development of children under three years.

## Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a sound knowledge of the Foundation Stage and present a range of interesting and stimulating activities to promote children's learning. They demonstrate a clear understanding of the way children learn, they are flexible which ensures that children are interested, willing and eager to participate. They recognise opportunities to extend children's learning and ask questions to provide challenge, successfully enabling children to think and predict for themselves during activities and general conversation. Daily plans are detailed and link to the early learning goals. Key activity planners, cover all six areas of the curriculum, thus ensuring that children are able to participate in a range of activities to support their learning. Children's progress in all areas is well balanced as staff use good methods for assessing them, clearly using the information gained to highlight areas to be covered and determine future activities. However, there is not always sufficient detail regarding the extension of activities for more able children and opportunities to develop their learning can be missed.

Children relate well to each other and adults, confidently expressing their ideas. They arrive eagerly, showing that they are familiar with the routine as they find their name and then go off to play. They are independent in their self-care, as they take themselves to the toilet and are encouraged to change their own shoes. Play is child initiated with staff providing support as and when necessary, they effectively recognise when children have lost interest in an activity and encourage them to choose something different. Most children display high levels of concentration as they persist in activities, such as, building Rapunzel's tower, mixing paints and washing pots. They are aware of their own needs and those of others as they take turns when climbing into Rapunzel's tower and are aware of the need to share the glue and scissors with their peers. Children are provided with numerous opportunities to develop a sense of community as they are involved in well planned topics. Visits from local people promotes children's learning about 'people who help us' their learning is also enhanced through visits to the old peoples flats to sing carols and through effective links with the school.

Many children are confident speakers and engage easily in conversations with each other and adults. They use language to communicate their ideas and share information from home particularly during circle and snack time. They talk confidently to staff who respond appropriately to develop their thinking skills. For example, a child is asked what they might do to stop Rapunzel's tower from tumbling. During story time children listen attentively and enjoy predicting the catch phrase 'come out come out, wherever you are'. Information displayed around the room, such as labelling on storage boxes for toys, helps children to recognise that print has meaning. They learn about speech bubbles and are involved in writing within these for a display about 'the heaviest burden' and have learnt some Indonesian words. They enjoy looking at books and receive good support from staff as they use phonics books and an alphabet chart to identify the letters in their name. Opportunities to draw and paint are provided through numerous planned, free play and spontaneous activities. For example; chalking, white boards, clip boards in role play and when identifying their own art work.

Through spontaneous and planned activities children are beginning to see connections and relationships in numbers, shape and measures. Through everyday activities, such as setting the tables for snack, children are encouraged to think about how many plates and cups they need and they count how many children are here. Well planned and organised activities introduce further concepts of maths, such as simple addition and subtraction. Everyday songs, such as five little ducks reinforces this learning. Children are provided with good opportunities to solve simple problems, as staff ask, 'how are we going to make a bridge for the three Billy goats gruff to climb over' or 'how will we make Rapunzel's tower', children chose their bricks and staff give them sufficient time and verbal support to solve the problem themselves.

Children learn about the environment and the natural world through an interesting range of planned and spontaneous activities. They are provided with good resources, such as binoculars and magnifying glasses to allow them to investigate and explore. They participate in gardening activities and enjoy designing and making their own constructions with a wide selection of tubes, pipes and wooden bricks. Visitors further support children's learning, such as a Lollipop lady and police man. There are regular opportunities for children to use technology, which underpins learning in other areas and staff effectively provide verbal support for children, allowing them the opportunity to find their own solution and gain a sense of achievement. They practise using a camera, taking photographs of themselves on a country walk which when developed staff help them make into a story book.

Children are able to be creative, expressing their own ideas and thoughts through craft, music and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. For example, children engage in role play based on their experiences, such as making breakfast or taking the baby to the shops. Staff successfully fire children's imagination and encourage them to participate in role playing the story of Rapunzel. During craft activities, they explore different materials, textures and types of paints. They are encouraged to mix their own paints and use a wide variety of tools which are easily accessible. Water and sand are available everyday and resources used within these are changed daily providing children with choice and opportunities to experiment. Musical instruments are available daily which children use independently and with support from staff.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed into the group and are valued as individuals. Their needs are effectively met as staff work closely with parents to ensure that they have relevant information enabling them to provide appropriate care for children. Their sense of belonging is fostered through staff's awareness of equal opportunities and inclusion for all children. Positive images are displayed with reflect the wider world and a very good range of well planned topics and resources, such as the story about the 'heaviest burden' and Asian utensils in the home corner, ensures that children are learning about the wider community throughout the year and not merely at certain festival times.

Children's behaviour is good. They are well behaved and learning to use good manners at all times. They are aware of the need for rules and boundaries to ensure that activities are successful and that everyone has a turn. Pictures depicting simple rules are displayed helping to reinforce this learning. They happily help with tidying away which promotes good behaviour and allows them to feel included in the routines of the group. Staff set consistent boundaries and use positive practices for behaviour management that are calming to children. For example, distraction and gentle guidance. They give clear explanations as to why they are asking a child not to do something and children are praised, helping to promote their self-esteem and foster their spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Positive relationships between parents and staff have formed, which benefits the children's care and learning. They receive comprehensive information about the setting and the Foundation Stage. They are welcomed into the pre-school and given opportunities to discuss their child's achievements and progress with their key worker through an open door policy. They are updated termly about their child's progress and have access to their developmental records. This ensures that they are kept fully informed of their child's development and enables them to build upon their child's learning at home. They are kept well informed of the current topics and other information, through regular newsletters and a parent notice board. Parents speak positively about the group and state that they would feel able to approach the staff if they had any concerns.

## **Organisation**

The organisation is good.

Children receive a good level of care from staff, who are fully aware of their roles and responsibilities. This along with consistency of the same staff working each day, helps to ensure that children are looked after safely by suitably qualified and experienced staff. The recruitment procedures ensure children are protected and cared for by staff with knowledge and understanding of child development. Although some clearance procedures are in place, processes to ensure that staff are mentally or physically fit for their role are not, which does not fully protect children.

The commitment of staff to continue their training, to ensure that they are kept up to date with current knowledge, teaching methods and child care practices, allows children's developing needs to be met. Children also have the confidence to initiate their own activities, as good levels of adult support provides them with many opportunities to access a range of resources.

The pre-school is suitably organised. The effective layout of the premises allows children to play in different areas to maximise their play and learning opportunities. For example, there are separate areas for messy and physical play and quieter activities, such as the book corner. Excellent use is made of the well planned outdoor play area during all weathers allowing children flexibility between indoor and outdoor play. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's continuing needs are met.

Leadership and management is good. The provision is effectively managed and monitored. The supervisor has a clear vision about how to provide a quality service to children and parents, that meets their individual needs and a sound understanding of the Foundation Stage. She is a good role model for others, staff work well together as a team and are clear in their individual roles and responsibilities within the setting. Appraisal and regular informal chats enable staff to identify their strengths and weaknesses, to ensure that the continuing needs of all children can be met. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Following the settings last care inspection they were given one recommendation. This was to ensure that the system for registering children and staff's attendance shows hours of attendance. This has been successfully addressed and has a positive impact on the organisation of the setting.

Following the setting's last nursery education inspection they were given two recommendations. These related to planning, they have been successfully addressed and which has a positive impact of children learning opportunities.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain further detailed information on children's dietary needs and allergies to ensure that their needs can be fully met at all times



- ensure that all managers, staff and volunteers are suitable both mentally and physically to care for children.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider how the planning can be developed to clearly show how older or more able children can be challenged.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)