



Abbotsbrook Pre-School

Inspection report for early years provision

Unique Reference Number	EY321563
Inspection date	21 September 2006
Inspector	Susan Mary Deadman
Setting Address	Abbotsbrook Hall, The Avenue, Well End, Bourne End, Buckinghamshire, SL8 5GJ
Telephone number	01628 531081
E-mail	angela@gregg.Demon.co.uk
Registered person	Angela Fay Alice Gregg
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.

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?

Abbotsbrook Pre-School opened in January 2006 with the current owner and originally from September 1994. The group operates from the main room in the local Parish Council hall. It is situated in the village of Bourne End.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each week day from 09.15 until 11.45 term time only. The group offer a lunch club on a Monday and Tuesday from 11.45 until 12.45 term time only. There are currently 39 children on roll. Of these, 18 children receive funding for nursery education.

The setting supports children who have disabilities. The pre-school employs eight staff. Four of the staff, hold appropriate early years qualifications. The owner is working towards the Level

3, National Vocation Qualification in childcare. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff care for children in a safe and healthy environment, which promotes their overall welfare. Effective hygiene procedures support children's wellbeing. Children have a good understanding of the reason for hygiene routines and know that by washing their hands they will minimise germs.

All staff hold an appropriate first aid qualification and have easy access to necessary first aid items. This enables them to deal effectively with minor accidents, which promotes children's welfare.

There are excellent systems in place, which meet children's individual health requirements. For example, staff stringently check the details of each medicinal product, including expiry date and record this information. Medication and accidents are accurately recorded and parents receive a copy.

Staff provide varied and nutritious snacks, which children clearly enjoy. The menus are on display to parents and include milk, bread sticks, apples, bananas, melon, grapes, cucumber and carrots. Drinking water is readily available to the children, which enhances their independence. Staff promote children's health as they are very aware of any allergies. Children are also proactive in this. They ask staff if the chocolate provided by a parent for her child's birthday, contains any nuts. Staff congratulate them on their awareness and assure them that it does not have this product.

Children benefit from the provision of some physical play items such as trampoline, rocker and slide. They enjoy regular outings in the locality, during which time they walk under strict supervision.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around freely within the safe and secure environment. They choose from a wide range of suitable play items. Children benefit from the good range of safety measures and procedures. For example, they regularly practise the emergency evacuation procedure. Staff record full details such as number of children and any significant issues. This ensures effective precautions are in place and that children are familiar with the process.

Daily risk assessments ensure that all areas remain safe for children to access. For example, staff check the temperature of all radiators and hot water in the children's bathrooms after others use the building. Children understand how to keep themselves safe during outings, as staff teach them to listen out for and be aware of approaching cars.

Staff update their knowledge in relation to child protection issues, which safeguards children's welfare. They are aware of possible indicators and the system for referral. The child protection policy ensures that staff are aware of how to make a referral. However, the procedure in relation to allegations against staff is not fully accurate. Parents are asked about and sign the record of existing injuries or relevant events. This supports effective monitoring of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children benefit from the sound understanding staff have of the Birth to three matters framework. Staff maintain children's interest in the activities. Children participate with enthusiasm in singing and enjoy a wide range of tactile play such as cornflour, foam, sand and water. Children make good use of the facilities and interact well with adults in their play. Staff get down to the children's level and extend their play. For example, during role-play, staff discuss which holiday they would like to book in the travel agents and ask children to help them choose. Photographs show many good examples of children enjoying themselves at the setting. For example, children look delighted when they release butterflies after the life cycle project and beam with pleasure as they wear snorkels and pretend to swim around the hall.

Nursery Education

The quality of teaching is good. Planning and teaching encompass the early learning goals. Clear assessments are used effectively to guide future planning and evaluate children's learning outcomes. Varied planning provides children with a wide range of stimulating activities. For example, children and staff show great excitement during a nature walk, when they find the first conkers of the season. Effective deployment of staff supports children's development as they always have an adult close by to appropriately extend their play.

Children are confident using the physical play activities. They enjoy climbing the frame and slide and most manage this with confidence. Children participate with enthusiasm in the parachute game, throwing it high into the air at various speeds. They follow instruction and run safely to designated areas. They practise their fine manipulative skills using pencils, paint and glue sticks with precision.

Children gain an understanding of number and mathematical concepts such as biggest and smallest. Staff support children's understanding of numbers through everyday activities such as counting the cups at snack time. Number puzzles enable children to reach the high numbers, supported by staff and allow them to count and have sight of the number in writing. They have some access to activities which support their understanding of sequencing and concepts such as more and less than.

Children are proficient on the computer and have regular access to this. They enjoy watching as staff use the digital camera and print out their photograph in front of them. Through role-play children use items such as key board, telephones and calculator. Staff extend children's language and imagination in the role play area. For example, they provide a good variety of items in the travel agents. This enables children to choose a holiday from the brochure, print out additional tickets, take a telephone booking and record any issues on their notepad. Children participate

fully in this activity as they inform staff that they only require one aeroplane, as they are all going to the same destination.

Children recognise and attempt to write their name. Several make accurate markings and recognise individual letters in their name. They have some access to the written word in labels, posters and good range of books. Children enjoy rhyming stories and confidently recite the end of the sentence.

Children enjoy creating and use a reasonably variety of materials. They build using construction kits, make various items out of boxes and use paints and crayons on a regular basis. However, the availability of additional resources, is not always organised to enhance children's independence.

Through planned topics and activities children learn about the world around them. They are very interested in nature and gain much enjoyment from the wormery. During local walks, children find suitable food for the worms and take pleasure in other items found. For example, staff show children the prickly shell of the horse chestnut and all gather around for the examination. Activities related to topics such as Autumn and butterflies, support children's understanding of life cycles and changes. Children study the changes of colour in the leaves over a period of time and make comments about this during their walk.

Children enjoy dressing up and smile as they parade around the hall in various outfits, knowing how good they look. They are very sociable and play well together.

Helping children make a positive contribution

The provision is good.

There is a high level of interaction between staff and children. Staff greet children warmly on arrival and are constantly attentive to their needs. Children gain an understanding of others and the world in which they live. Resources which show positive images of differences, are regularly available to the children. For example, the dolls house includes play people with various mobility aids.

Staff promote positive behaviour through praise and are clear role models. Children have good manners and are keen to help as they respond eagerly to the request to help tidy away the toys. Staff enhance children's confidence and self esteem as they give lots of praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff welcome parents' expertise and knowledge and encourage their participation. Children benefit from the effective exchange of relevant information, such as health care issues. Staff gain a good amount of details from parents relating to the individual care of children. They maintain clear records, which detail various contact numbers, dietary requirements and permission forms. Parents are extremely confident about the service the group provides. They enthuse about the commitment of all staff.

Staff work in partnership with parents and outside agencies to enhance children's development. They provide a high degree of care and assistance to children who have additional needs. They

have a strong commitment to securing the correct level of support for each child. This enhances children's development and enables them to make full use of all the facilities.

Parents have a clear written information relating to the Foundation Stage. This includes the various ways children learn. For example, they understand that staff extend children's vocabulary through use of rhymes and story telling. Parents are welcome into the setting to discuss their child's development. Records of achievement are regularly shared with parents. Children benefit from their parent's involvement in their learning at the setting.

Organisation

The organisation is good.

The leadership and management are good. Children's outcomes are enhanced by the good organisation of the setting. The commitment of all staff to additional training supports children's care and learning. Effective policies and procedures benefit children's general welfare. The procedures for employing and vetting staff are good. The provider maintains clear records, which identifies the checks staff complete.

Effective deployment of staff contributes to children's enjoyment, achievement and ability to take part in all activities. For example, those with additional needs are supported by staff who encourage their independence and enable their access to items such as the trampoline. They support their full participation in activities such as the nature walk.

The environment and routines are generally well organised, which allows children to choose from a good range of activities. Children are happy and secure in the setting. Parents have easy access to information relating to the policies, daily plans, routine and menus. The provider recognises the importance of working in partnership with parents and this reflects in the warm and welcoming atmosphere of the setting. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- review the child protection policy to ensure it complies fully with relevant legislation

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):

- expand the ways in which children learn about mathematical concepts, sounds and letters
- review systems to enable children to self select items which enhance their creativity.

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