



Ashton Keynes Pre-School

Inspection report for early years provision

Unique Reference Number	199416
Inspection date	15 November 2006
Inspector	Karen Louise Prager
Setting Address	Ashton Keynes Village Hall, Park Place, Ashton Keynes,, Swindon, Wiltshire, SN6 6NX
Telephone number	01666 829177
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Registered person	Ashton Keynes Playgroup
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?

Ashton Keynes Playgroup opened in 1979. It operates from the village hall in Ashton Keynes, near Swindon.

The group is registered to care for 18 children aged 2 to 5 years at any one time and is currently caring for 27 children. Children attend for a variety of sessions. There are currently no children attending with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.45 and run from January to July each year. The group also opens on Monday, Tuesday and Wednesday afternoons from 12.45 to 15.15 for children who will be starting school the following September.

There are three part-time and two full-time staff who work with the children, three have early years qualifications. The group receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and physical well-being are maintained appropriately at the playgroup. They use a clean and hygienic environment because staff and parents follow the committee's policies and procedures carefully. Through good role modelling and discussion children learn good personal hygiene routines. They learn that they must wash their hands after using the toilet or before eating their snack. They begin to recognise care needs such as when coats are needed for outside play. They learn personal independence well, trying to manage fastening their shoes and putting on coats. Water is freely accessible throughout the session and children pour their own water when thirsty. Children benefit from a variety of healthy snacks. Children are gaining an understanding of keeping themselves healthy, for example, when 'warming up' before physical activity.

The risk of cross-infection is minimised. Parents are aware that their child should not attend if they have a contagious illness and that they will be contacted if their child becomes ill. Children are protected by staff who are suitably informed on accident procedures and some hold in-date first aid certificates.

Children's emotional well-being is given a high priority and is well fostered due to good staff support and encouragement. Children are happy and settled. A settling in procedure ensures that children feel comfortable in new surroundings. Children benefit from a large hall, which they have access to for a short period each day, where they are able to develop skills such as climbing and balancing. A smaller outdoor play area adjacent to the playroom is currently used in fine weather.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a very welcoming and safe environment. The playroom is set up attractively, ready for the children's arrival, allowing them to choose from a wide range of suitable equipment and interesting activities. Children's independence is developing very well, the storage of resources is organised to encourage them to self-select and help to tidy away.

Equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed. Children are learning how to keep themselves safe, for example, being reminded not to run in the room. They are aware of the evacuation procedure as it is practised at least twice a term.

Children stay safe because staff follow the policies and procedures carefully. They ensure children's safety at the beginning and end of the session by watching the entrance carefully,

recording children's arrival and departure. Staff accompany children to the toilet. Children's welfare is appropriately safeguarded; by staff who have received training on the signs and symptoms of abuse and neglect and are aware of local referral procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enthusiastic in the stimulating environment created by staff. They confidently select, enjoy and get involved in activities. Children benefit from a well-balanced routine and good resources and their emotional well-being is carefully addressed. Children benefit from a good balance of adult-led, adult-supported and child-initiated activities. Relationships are good and children are very well supported by staff.

The daily routine includes time for themed activities and physical play, songs and stories, messy and creative play, imaginative play, construction, books and puzzles. Children are developing good manipulative skills with a variety of toys, they learn shapes and colours, they count and have access to writing materials and books at all times.

Nursery Education.

The quality of teaching and learning is good.

Children access a good range of resources, which supports them across all of the six areas of learning. They are keen to be involved in the variety of activities provided for them. Children are self-assured, inquisitive and support each other. For example, when playing with the shaving foam one child asked another how he made a range of mountains and both verbal instructions and a demonstration were given in response. They enjoy stories and select books which they handle well. Children show independence in selecting and carrying out activities. They are able to easily select resources from a range of activities in well-organised space. Children confidently use tools such as pencils and scissors and control of these is developing well. Opportunities for children to write their name and use writing as a means of recording are underdeveloped. Name cards and associated activities are used effectively to develop the link between sound and letter.

Children count throughout their day and they are learning to recognise numerals to five. They are recognising and naming different shapes in their environment. They are developing an awareness of "more" and "take away", for example, at group time when singing action songs. They enjoy singing, moving to music and using musical instruments. They have daily opportunities to develop their skills with large physical play equipment and balancing, steering and pedalling skills are good.

Opportunities for children to explore and investigate are good. They have opportunities to grow plants, such as cabbages, to attract different animals and insects. Children mould and build with a range of materials such as connecting train tracks or moulding shaving foam. They choose colour for different purposes, for example, when selecting coloured card for their shoes. Children show an interest in how things work, for example, when manipulating the controls on a torch or musical keyboard. They explore the different sounds that simple instruments make

and learn to listen carefully to music. They enthusiastically engage in topic based role-play based on their own and imagined experiences, for example, they play in a shoe shop where they can try on different style and sized shoes and pretend to be cobblers mending shoes. Children are developing a good awareness of time, for example, through familiarity with the daily routine or when discussing past activities and ones that they would like to repeat in the future. They have some opportunities to explore their local environment through outings around the village.

Children experience a good variety of activities that promote learning and aid their development. Staff offer good support. They ask many open ended questions to encourage children's thinking and language development and ensure that activities stimulate and fully engage children. Topics are planned throughout the year and include religious and cultural celebrations. Three staff are qualified and all have attended training for the foundation stage curriculum; training for the 'Birth to three matters' framework has not yet been sought. Staff record observations and identify the next steps for individual children's learning. These are linked directly to the stepping stones that lead children towards the early learning goals.

Use of time and resources is effective. The routine is well-balanced and the organisation of resources encourages children to become independent learners. Staff are well deployed during the session. They offer children much individual interaction and show a good level of interest in what they are doing.

Helping children make a positive contribution

The provision is good.

Children are welcomed and their individual care needs are known and effectively met by staff. Admission information on each child is thorough and a member of the staff team is assigned to each child as a key-worker. Children are developing an awareness of each others' similarities and differences. They celebrate different religious and cultural festivals through the year and choose from a sufficient range of resources that reflect diversity. Staff are pro-active in ensuring that all children are valued and included. Currently no children with identified additional needs are attending the provision. However staff receive regular training and they are aware of the importance of working in cooperation with parents and other professionals, to enable children with special needs to reach their full potential.

Children behave well and play cooperatively. Children are learning to share and take turns and they respond positively to staff. Staff are consistent in their management and are good role models. Children's self-esteem is given a high priority. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Children's care is consistently addressed with good written and verbal communication. Written information for parents is good. Parents receive termly newsletters. These outline the topics that the children will be covering, with suggestions of activities to be carried out at home to support these topics. Many parents are actively involved in their children's learning within the setting as there is a very well supported parent's rota. Parents are formally informed about their child's development through meetings with their

child's keyworker. The children's developmental records are available to parents on request. Parents are aware of the group's policies and procedures.

Organisation

The organisation is good.

The manager ensures that staff enhance children's care and education with the quality of organisation. Leadership and management are good. Children's care and education are promoted by qualified and experienced staff. Resources and activities in the playroom are easily accessible to children and staff encourage independent learning. The manager offers good support to the staff and all staff members are clear about their roles and responsibilities. The premises are well organised. Children are encouraged to choose from the activities set out and also to select additional resources from low-level shelving. All legally required documentation is in place and is kept up to date and in good order.

Children benefit from a very good adult to child ratio and a team of staff who demonstrate a commitment to improving their skills and knowledge by regularly attending training. Procedures for recruitment, selection and induction are clear. The manager regularly monitors the quality of care and education provided and regular team meetings and committee meetings are held. Children's welfare and care are very well supported as the staff implement the setting's relevant and regularly updated policies and procedures. All required policy statements are included in a file, which is accessible for staff and parents to read. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the previous inspection it was agreed that the group would improve its provision to ensure resources are easily accessible to children for self selection and that drinking water is easily accessible to children. The organisation of the equipment has successfully improved, ensuring that toys are easily accessible to children and they are now able to help themselves to drinks.

It was also agreed that the group would develop the assessment of children, increase opportunities for children to use information and communication technology and improve parental involvement, both at home and in the planning for the children's learning. Organisation in the group has improved. Good progress has been made in assessments, opportunities for children to use information and communication technology, and parental involvement at home. However little progress has been made with parent's sharing what they know about their child.

Complaints since the last inspection

Since the last inspection 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.

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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):

- explore ways of providing children with daily fresh air, challenging physical exercise and increased outdoor learning opportunities (also applies to nursery education)

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):

- extend opportunities for parents to use their knowledge and expertise to support their children's learning in the setting
- provide increased opportunities for children to use their emerging mark-making skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk