

# Asfordby Pre-School

Inspection report for early years provision

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**Unique reference number** 226324  
**Inspection date** 14/10/2008  
**Inspector** Aileen L King

**Setting address** Community Centre, Captains Close Co. Primary School,  
Saxelby Road, Asfordby, Melton Mowbray, Leicestershire,  
LE14 3TU  
**Telephone number** 01664 560336 J Hurst  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Asfordby Pre-School opened in 1992, uses premises in the grounds of Captains Close Primary School and is managed by a committee. The setting is registered on the Early Years Register. It is open from 08:45 to 11:45, Monday to Friday. The pre-school is also open on Tuesday, Wednesday and Thursday afternoons from 12:30 to 15:30. A maximum of 22 children, aged from two to under five years, may attend the provision at any one time. The youngest children attend the morning sessions. Access to the pre-school is via a stepped entrance. There is a secure enclosed outside play area. There are currently no children identified as having learning difficulties and/or disabilities or with English as an additional language. There are six members of staff, five of whom hold an early years qualification. The setting has links with the EYFS provision in the primary school.

## **Overall effectiveness of the early years provision**

The overall effectiveness of Asfordby Pre-school is good. Children are helped to learn and develop well due to the good levels of interaction and care they receive from staff. There is a sensitive approach which ensures children are included and have access to the full range of activities. The staff are vigilant in dealing with the children's welfare and safety, for example checking their arrival at pre-school and liaising with parents before they leave their children for the session. Parents and carers are positive about the pre-school, feeling informed and assured that their children are well-looked after. The ethos is such that children are encouraged to achieve and do well and the pre-school leader has a clear sense of direction for where the next steps lie in the children's learning and development. Observations of children's progress have shown that speech and language are areas for development and plans are already being devised to improve this aspect of the setting's provision. The pre-school is well-placed to maintain improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- implement the existing plan to develop children's skills in speech and language
- install a smoke alarm in the office as identified in the risk assessment.

## **The leadership and management of the early years provision**

Leadership and management of the pre-school are good. There is good team work and the setting is well organised. A welcoming atmosphere has been created with a clear sense of direction for what the children are to achieve and how to improve further. The key worker system is well established and parents value the opportunity to speak with a member of staff who knows their children well. There are clear procedures to keep children safe, and every care is taken to ensure

health and safety for both children and adults are considered. The premises are well maintained and risk assessment undertaken. The new office provides valuable space and a private place for discussion if required, but the identified need for a smoke alarm in this area is still to be dealt with.

Routines are well known to the children which helps them to settle and reassures them that the day will follow an expected pattern. Time is set aside to record the children's development and all staff are involved in the process of observing, assessing and sharing information to inform future learning.

Parents and carers are positive about the setting, with one stating, 'This is a really good pre-school'. They like the fact that there is an individual approach and children can play together in small groups. Information for parents is displayed and easy to understand. The staff know the children well and share information about what they have learned and the progress they make. They use this information to provide 'learning journeys' for the children which give an individual overview of what they are to learn based on what they already know and can do. The support from the management committee is good and parents are also part of this, acting on the committee and as helpers in the group. In the pre-school there is a positive ethos in which all children are encouraged to be involved in the full range of activities and the staff encourage children sensitively to become active participants in all that is provided.

## **The quality and standards of the early years provision**

The planning of the curriculum and the variety of activities for the children are good. Staff consider carefully the different age ranges and make sure that activities are adapted to meet the needs of all children, including those who need extra help and those who progress quickly. This ensures children progress at a good pace and that their needs are being met. Records of what children have learned are used effectively by staff to identify the next steps for future learning and development.

There is a good range of resources, both indoors and out, which are well presented in an interesting and attractive way and evidently enjoyed by the children. Resources are carefully selected to reflect the diversity of cultures in modern day society and this has a very positive affect on children's cultural development. Good use is made of the outdoor area in all weathers to support children's learning and development. For example, there are sheltered areas where the children develop their games and ideas, use three-dimensional blocks to build and discover the properties of shape and engage in role play in the pirates' boat. The staff participate in children's play well and plan interesting and relevant activities, such as making diva lamps to acknowledge the festival of Diwali and helping the children to make traditional Indian sweets. Appropriate music playing quietly in the background further sets the scene. Children's dispositions, attitudes and demeanours show they are keen to be involved and 'have a go'. The relaxed atmosphere means the children concentrate and persevere, for instance applying their skills when making marks on paper and beginning their first attempts at writing. Building children's confidence and self-esteem through valuing their ideas and suggestions is a strong feature of the pre-school.

Staff make sure they use opportunities as they arise to reinforce basic skills, such as testing the magnetism of objects or counting the pieces of equipment at the water play. Children's creativity is also valued and their efforts are displayed proudly. Information and Communication Technology (ICT) is used in the pre-school but sometimes, for the younger children, there are missed opportunities for them to try out their skills using a computer. However older children do access the computer and are developing their confidence as a result. Skills in learning to write and count are promoted and children are encouraged to contribute to discussion. Children's good health is promoted, for example at snack time and through drinking water being readily available. Social conversation is encouraged and the staff are adept at engaging children's interests, whilst at the same time settling them to activities and dealing with them sensitively if they are upset or anxious. They are also skilled in managing good behaviour and remind children gently to share fairly and take turns. Children are helped to make a positive contribution through their involvement in projects to support the local community.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

|   |      |
|---|------|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | Good |
| How well does the provision promote inclusive practice?   | Good |
| The capacity of the provision to maintain continuous improvement.   | Good |

### Leadership and management

|   |      |
|---|------|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Good |
| How well does the setting work in partnership with parents and others?                            | Good |
| How well are children safeguarded?  | Good |

### Quality and standards

|   |      |
|---|------|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | Good |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | Good |
| How well are children helped to stay safe?  | Good |
| How well are children helped to be healthy?   | Good |
| How well are children helped to enjoy and achieve?  | Good |
| How well are children helped to make a positive contribution?   | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.