

# Appleton Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	133395
<b>Inspection date</b>	03/02/2009
<b>Inspector</b>	Gillian Little
<b>Setting address</b>	Appleton Village Hall, Oaksmere, Appleton, Abingdon, Oxfordshire, OX13 5JS
<b>Telephone number</b>	01865 862 107 or 01865 390940
<b>Email</b>	
<b>Type of setting</b>	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**

Appleton Village Pre-School was registered in 1993. It operates from two rooms in Appleton Village Hall, near Oxford. Children attend from the local area.

The pre-school is registered on the Early Years Register to care for 26 children and currently has 30 children on roll. It supports children who speak English as an additional language. It operates during school term time from 09.30 until 12.00 on a Monday and Thursday and from 09.00 until 15.00 on a Tuesday and Wednesday. All children share access to a secure, enclosed outdoor play area.

The pre-school is in receipt of funding for the provision of free early education for children aged three and four. Staff work closely with the local primary school.

The pre-school employs six staff, of whom four hold relevant level 3 qualifications, and one member of staff is working towards a relevant level 2 qualification.

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

Overall the quality of the provision is outstanding. An extremely effective key person system includes and supports individual children exceptionally well. The staff's excellent organisational skills ensure that the learning environment and monitoring of children's development are highly effective in helping all children to make very good progress towards the early learning goals. Partnerships with parents and other settings which children attend mostly work very well, and staff are proactive in further developing effective communication. Staff evaluate their practice very effectively and are continuously striving for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing on-going communication with all parents and other settings which children attend in order to further enhance consistency in children's care and learning.

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

The pre-school has a very high regard for inclusive practice ensuring that all children receive very good support from their key person. All families receive a very warm welcome in the setting and staff ensure that new children are able to settle quickly. For example, staff spend lots of time observing children and communicating with parents, ensuring that they become very familiar with children's individual needs very quickly. Children who speak English as an additional language make very good progress as staff support them very

effectively, for example, placing high value on children's cultural backgrounds and ensuring that children know it is very special to be able to speak other languages. Staff are very aware of how important the key person is in helping children to feel secure and in supporting their individual needs, and ensure that the 'buddy' system works very effectively when the key person is absent. Good communication systems are in place to ensure that all parents have valuable information about the pre-school and their children's progress. Staff are proactive in working closely with parents and support services, and in developing links with other settings which children attend. This often works extremely well although some partnerships are not yet fully established. Staff are very familiar with the pre-school's policies and procedures which results in very well-managed sessions and excellent teamwork. For example, staff work very well together to manage accidents and to share information with each other about children's welfare issues, such as medical needs. All staff have appropriate background checks and effective procedures are in place to help safeguard children, such as having a nominated member of staff with a background in child protection who is very knowledgeable and able to support other members of staff effectively. A full audit of the Early Years Foundation Stage requirements and guidelines, together with an accompanying action plan, ensures that all the requirements are met in full and demonstrates the pre-school's commitment to very high quality care and education. All staff contribute to the self-evaluation process and they review their practice on a daily basis, constantly monitoring children's progress and interest in activities, and evaluating the impact of new initiatives on children's learning and development. They actively seek the views of both parents and children to help reflect on practice, for example, they keep a child's comments book to record what children say they like or do not like and any activities or resources that they request.

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

Children thoroughly enjoy their time in the pre-school settling very quickly on arrival and freely exploring the very good range of attractively presented resources. They develop very good relationships with their key person and other staff and develop genuinely close bonds, readily seeking out their key person for support and cuddles as needed. They play very well together and levels of behaviour are very good. They have excellent opportunities to initiate their own play with staff close at hand to support them and extend their ideas. For example, children playing with a toy monkey comment that monkeys hang from trees with their tails and they wonder how they can make the monkey hold on to a display board. With staff support they test whether Blu-Tack or Sellotape works best, demonstrating very good skills in investigating objects and materials. Staff are very skilled in capturing children's interest in everyday events and using these to enhance their learning. For example, children become engrossed playing in the snow in the outdoor area and staff encourage them to think about what happens to the snow when it melts and to aim each snowball at the shed higher than the one before, very effectively helping them to extend physical skills, mathematical language and knowledge of the world around them. Indoors, children continue to explore their interest in the snow as staff supply them with a good range of craft resources, such as white wool and string, glitter, glue and scissors, to effectively encourage them to create their own pictures. Staff make very attractive displays

with children's artwork giving them a real sense of achievement and helping to enhance their self-esteem. Staff often work with their key children, which ensures that they know their children very well, and they warmly welcome other children who wish to join them. Children enjoy small group sessions when they focus on particular aspects of learning. For example, they enjoy sharing a book with their key person to help them learn about the lifecycle of a frog. Staff carefully explain what frog spawn looks and feels like and help children to think about length and shape, such as a 'long' tail and an 'oval' body. Children are very keen to offer their thoughts and ideas and show a very good understanding of the lifecycle process. Children have excellent opportunities to learn about hygiene as staff supervise them very closely when they wash their hands before snacks, ensuring that they use soap and individual hand towels. Good communication with parents ensures that lunchboxes are very healthy and nutritious, helping children to learn about the importance of a healthy lifestyle. Children have good opportunities to learn about safety issues, such as regularly practising fire drills, or talking about safety issues, such as what might happen if they run on a slippery floor. Each member of staff takes responsibility for a different area of learning and this ensures that there is a good range of resources for that particular area each day and overall ensures that they promote all areas of learning very well. Staff very carefully monitor their key children's progress, noting their starting points and making both informal and formal observations on a continual basis, tracking children's progress, their use of equipment and their interests. They use these observations very effectively to plan individual children's next steps in learning so that all children progress very well across the Early Years Foundation Stage.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.