

# Bradford Abbas Pre-School

Inspection report for early years provision

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**Unique reference number** 139320  
**Inspection date** 21/01/2009  
**Inspector** Michelle Tuck

**Setting address** Village Hall, Church Road, Bradford Abbas, Sherborne,  
Dorset, DT9 6RF

**Telephone number** 07779 215686

**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**

Bradford Abbas Pre-School opened in 1967. It is situated in the village hall and is managed by a committee of parents. The main room of the hall is used for play with a smaller room used for circle time. There are two outside play areas available to the children. There is a tarmac area at the front of the building which is shared with the primary school and a sloped area to the rear of the hall.

The pre-school is registered on the Early Years Register. It operates from 9.00 to 12.00 Monday to Friday, during term time only. There are currently 25 children on roll, all are in the early years age group.

There are five members of staff, most of whom have an early years qualification. Staff work closely with the reception teacher from the adjacent school and receive support from the Local Authority.

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

Staff supports children very well in their chosen activities and are successful in promoting all aspects of children's welfare, learning and development and ensure that the needs of all the children are met. The excellent relationships between children and staff and the use made of their observations of children to challenge and develop new learning and encourage confidence and independence are key strengths. All children's additional needs are recognised, valued and exceptionally well supported as the staff fully involve parents and other professionals in order to provide a fully inclusive environment. The manager and staff team regularly evaluate their practice and are skilled at identifying areas for future improvement in order to promote very positive outcomes for children.

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

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

- continuing to develop systems for recording children's progress in their learning and development

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

The pre-school staff have a very good understanding of their roles and responsibilities, they carry out their duties thoroughly and they fully understand that children learn successfully, when they are in a safe and caring environment. All of the required policies and procedures are in place for the efficient management of the pre-school, with thorough risk assessments undertaken on the premises. There are robust procedures in place to ensure that all staff are appropriately vetted and they have attended relevant training and have access to

up to date documentation to support them in safeguarding the children in their care. Regular appraisals are used effectively to identify further training and development needs and all members of staff access regular training to support their continuing personal and professional development.

Records and information are stored securely, to ensure confidentiality is maintained and there are excellent systems in place, to ensure no unauthorised person gains access to the premises.

Inclusion is promoted very well by the pre-school. All children are welcome to attend, whatever their social, cultural or religious backgrounds and effective systems are in place, to gather important information about their individual care needs and interests. Children with additional needs are well supported, with effective relationships established with any other professionals involved in their care. The environment is decorated with a wide variety of children's craft work, which makes the playroom very welcoming. Some resources in low-level storage units ensure children can freely access them which leads to greater independence and making choices.

The pre-school's partnership with parents and carers is excellent. Parents receive good information when the placement begins and the key person assigned to each child ensures they have regular contact with them. Parents are actively encouraged to be involved in their child's learning. For example, they are encouraged to help on the parent rota and contribute to the bringing of items from home to go on the 'sound' table for discussion each session.

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

Children make excellent progress in their learning. They are offered a wide range of activities, which cover all areas and promotes their interests. Staff are skilled in their observational techniques and they know when to become involved in the children's self initiated activities, in order to extend their learning. They delight in the children's achievements and encourage them to share these with others. The children are settled and confident in their surroundings and staff positively support them in becoming independent learners. As a result, the children confidently select the toys and materials they wish to use, from the good range of available resources and they are able to complete the activities to their own satisfaction. Children behave very well, they are eager to participate in the activities on offer and they concentrate well, to complete their chosen tasks. They particularly enjoy playing in the role play area and learning about numbers and creating their own works of art as they use resources, such as paint or coloured gloop.

A key person for each child develops sound knowledge of their care and learning needs. They constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children and support their individual needs. For example, they are currently implementing new systems for evaluating children's achievements and planning activities that build on prior learning, whilst reflecting each child's interests. Observation and assessment are effectively used to ensure that children achieve in relation to their starting points and capabilities. Outdoor play is accessed regularly and a good variety of activities which help to develop

different skills are on offer, for example, sand play, ride-on toys and balls. The extent to which there is planned, purposeful play and exploration, in and out of doors, with a balance of adult-led and child-led activities is very good.

Children develop a positive awareness of self and their needs through the good role models of staff who consistently use praise and encouragement. The children are aware of how to behave and share and are eager to learn in stimulating surroundings. They play in small groups instigating role play or building with construction. Children's progress is developing in sounds and letters, children are regularly encouraged to label their own work and have regular opportunities to find their name and the names of others, for example at snack time.

Children are supported to develop problem solving and other mathematical skills especially when playing a number game, for example, a child chooses a plate with the number four on it and places five frogs on the plate. The manager asks the child what she needs to do to make it right. The child confidently replies 'take one away'. Children use words spontaneously when discussing the size and shape of items in the role play area. Children use scissors and other tools with dexterity. They develop a sense of caring for others showing concern for new children that do not know the 'rules' yet. Children are encouraged to be active and healthy, adults teach children to behave in ways that are safe for themselves and others, especially when moving between the hall and outside area. Children use a wide variety of textures to create pictures during an exciting range of craft activities. They happily engage in role play such as working in a shop and use mark-make as they play.

## 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?	1
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?	1
How well are children helped to be healthy?	2
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.