

# Abbotts Ann Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 109664  |
| <b>Inspection date</b>         | 21/01/2009  |
| <b>Inspector</b>               | Penny Wood  |
| <b>Setting address</b>         | War Memorial Hall, Abbotts Ann, ANDOVER, Hampshire,<br>SP11 7AZ |
| <b>Telephone number</b>        | 07818 418328  |
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| <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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Abbotts Ann Nursery School opened in 1983. The setting operates from the War Memorial Hall in Abbotts Ann, near Andover, Hampshire. The setting operates primarily from the main hall and has use of the associated facilities, including an outdoor play area. There are no access issues to the premises for persons with disabilities.

The setting opens five mornings a week during term time only. Sessions operate from 09:00 to 12:30. A maximum of 26 children aged between two and five years old may attend the setting at any one time. There are currently 40 children on roll. Of these, 27 children receive funding for early education. The setting employs five members of staff, all of whom have a suitable childcare qualification. Abbotts Ann Nursery School is registered on the Early Years Register and the Childcare Register.

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

Children flourish within the setting because their best interests are central to the group's ethos. Staff ensure children are at the centre of their own learning within the play-based environment, and as a result, children are making rapid progress within their learning and development.

The knowledgeable staff work effectively as a team to include and support all children. They possess an excellent knowledge of their key children and through skilled delivery, are able to meet children's individual needs exceptionally well. Staff and the committee are proactive in the continual development and improvement of their practice. As a result, children benefit from the high quality and evolving practice of the group.

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

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

- practise regular evacuation drills to ensure children are familiar with the procedure to follow in an emergency.

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

Abbotts Ann Nursery School is led by a proactive committee and a focused and effective manager who has an in-depth understanding of childcare. Staff work effectively as a team with clear guidance provided relating to their role and responsibilities within the group.

Children benefit because the setting has excellent systems in place to evaluate

their practice, which in turn drives their continuous improvement in provision. For example, staff routinely evaluate the effectiveness of activities, they actively seek feedback from parents and value the support they receive from external agencies.

Children are making excellent progress because the staff work in partnership with parents and other childcare providers which children may attend. Parents play a key role when planning children's future targets for learning and development, with information given to parents on how they may further extend children's learning at home. Parents talk about being extremely happy with the setting and the opportunities their children experience.

With the exception of the regularity of the practise of emergency procedures, very good systems are in place to promote children's welfare and safety. For example, robust recruitment systems ensure staff are suitable to work with children. Furthermore, staff are confident in their knowledge and understanding of the child protection policy and procedures, and as a result are able to take clear action to promote children's well-being.

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

Children are exceptionally happy and engaged within the setting. They receive high levels of praise and encouragement, which boosts their confidence and self-esteem within the group. Children enjoy an excellent range of interesting and innovative activities, with a good balance of adult led and child initiated opportunities. The excellent range of resources, which are readily available on a daily basis, are accessible within low level storage units, aiding children to make choices in their play and learning. Staff value and place high importance on following children's interests, recognising that children become active learners when interested and having fun.

Information gathered on children's abilities and stages of development enable staff to encourage children's learning and interests on an individual basis. Staff know exactly where their key children are within their learning journey. They provide opportunities and target specific areas for development according to the ability and disposition of the individual child.

Children are developing high levels of confidence and independence in their play. They proudly show staff their creations, such as models made from Sticklebricks. Staff value children's efforts and encourage children to share their masterpieces with their parents at home time. Children are inquisitive and enjoy exploring and taking risks in their play. For example, when building towers, children quickly became engrossed in building with different shapes and sizes, balancing and fitting together different pieces, using trial and error to find the 'best fit'.

Staff utilise the outdoor space exceptionally well to extend children's learning and experiences. For example, children were observed enjoying the freedom to play with water outside. They were having great fun experimenting with different containers, measuring and pouring water from one to another. When water had collected on the grass, the children excitedly jumped up and down in it to make a

muddy puddle.

The group operate a successful snack bar, providing nutritious snacks, such as fruit, in order to foster healthy eating habits. Children see to their own needs, cleaning their own hands, independently serving themselves and pouring their own drinks with confidence. Through trial and error and being allowed to take such risks, children are gaining high levels of competence within this area at an early age.

Very good systems, such as regular checks on the premises and equipment, ensure children's safety. However, the group do not regularly practise their evacuation procedure to ensure all children are familiar with the action to take in an emergency. Staff use spontaneous opportunities to encourage children's abilities to keep themselves safe. For example, when reading the story, *The Three Little Pigs*, staff talked to children about the cooker being hot and safety issues within children's kitchens at home. Excellent questioning techniques and skilled discussions encourage children to learn in a relaxed and informal way.

Children play exceptionally well, because they are engaged and occupied within the setting. They show great consideration for each other, such as passing toys and equipment when playing together in small groups. Children have a very good understanding of what is right and wrong and recognise inappropriate behaviour. For example, when tidying up, one child politely told another to be careful and not to push when walking past.

## 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

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| <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

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|---|---|
| <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?  | 2 |

### Quality and standards

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|---|---|
| <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 B: the Childcare Register**

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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## **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.