

# Abbey Pre-School

Inspection report for early years provision

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**Unique reference number** 200473  
**Inspection date** 29/06/2009  
**Inspector** Jenny Batelen

**Setting address** C/O Priors Field Primary School, Clinton Lane, Kenilworth,  
Warks, CV8 1BA  
**Telephone number** 01926 854959  
**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 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

Abbey Pre-School opened in 1964. It operates from a double portacabin in the grounds of Priors Field Primary School in the town of Kenilworth in Warwickshire. It is registered on the Early Years, compulsory and voluntary Childcare Registers. The pre-school serves the local area. The pre-school has a secure outdoor play area and has access to the school grounds. There is, currently, no disabled access. There are currently 35 children from two to five years on roll. This includes 31 funded three and four-year-olds. Children attend for a variety of sessions. The pre-school is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 09.00 to 11.30 for the older children and 13.00 to 15.30 for the younger children. Four permanent staff who work with the children are employed on a mostly part time basis. All the staff have early years qualifications to National Vocational Qualification Level 3. The pre-school are members of the Pre-School Learning Alliance and receive support from the local authority.

## Overall effectiveness of the early years provision

The overall effectiveness of this pre-school is good with some outstanding features. Children's individual needs and interests are valued and responded to through observation and enabling children to share their ideas about what they would like to learn. Staff have a good understanding of the needs of Early Years Foundation Stage children. A wide variety of activities, adult-led and independent ensure that all children are able to make good progress. Self-evaluation is developing and clearly identifies further areas for development and as a result the setting has an outstanding capacity to improve.

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

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

- raise the profile of writing through displaying children's mark making and writing
- coordinate assessment processes so that the children's progress is clearer and can be accelerated.

## The leadership and management of the early years provision

The leadership and management of this pre-school is good. The manager and staff ensure that children have a very enjoyable time in which they can develop their skills and interests. Very effective policies, procedures and risk assessments are in place to ensure that children are safe and secure including a daily check of the environment. There is a good understanding of the Early Years Foundation Stage requirements by all adults. Adults have appropriate qualifications and undergo

ongoing training. There has been very good progress on the recommendations from the last report.

The welfare and safety of the children is important, and this is reflected in established routines and safeguarding procedures that comply with current legislation. The pre-school promotes happy, confident and independent children, who socialise very well together, and involve staff and the visitor in their activities.

The pre-school ensures that all children are able to make good progress in whatever activities they choose to take part in. Children with learning difficulties and/or disabilities are identified and helped to make very good progress with appropriate support. Self-evaluation is now in place and is used to identify areas to develop. The pre-school has identified that the involvement of other stakeholders in this process will be even more beneficial to the setting's continued good work.

Links with parents are excellent. The entrance area has information regarding policies, procedures and current activities. Parents wrote and spoke of their appreciation of the pre-school 'absolutely fantastic, family atmosphere', 'staff look after the children with lots of care and understanding', 'lovely staff and a great way to get used to the idea of big school' are just some of the comments from parents who value the pre-school as safe and secure provision for their children, preparing them well for school.

The pre-school has very good links with the school and is well-supported by the local authority.

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

All children are able to make good progress towards the early learning goals. They thoroughly enjoy their time in the pre-school and enthusiastically make independent choices of their activities including building sandcastles and exploring sea shells, creating collage pictures, preparing and serving the food in the cafe. Staff question children to enable them to express their thinking and develop their learning further.

The secure and safe spaces are well-equipped, including the outside area, to which children have free access. Staff have identified that developing the outside space further would enable them to ensure that children access all learning areas outside as well as inside. Good progress in physical development is made as children use a variety of resources, cut out their shapes for the collage and take the opportunity to use large apparatus when outside and also access the school field and hall.

Children's safety and well-being is very important, and routines ensure that children move safely from area to area. Health issues are correctly addressed. Key workers are allocated to all children and known to parents. Very good relationships exist between all in the pre-school and children know how to take their turn and also how to help with routine tasks such as tidying away, arranging the seating for snack, sharing out the snack of the day and collecting the cups. Children are helped to understand how to keep themselves safe as demonstrated when

ensuring that they wear hats and drink plenty of water in the hot weather, designing a road for their pedal cars and scooters and including safe parking and crossing places.

Long term planning is broken down and becomes a fortnightly plan, based on all the areas of learning and includes ideas from the children of what they want to do. Children's creative work is valued and displayed, but there is limited display of children's writing and mark making, and as a result children do not learn to value their writing. Photographs record the activities of the children and also support assessments. Assessments use observation and commentary, but the systems to support the recording are complex and time consuming and consequently there is not a clear picture of children's progress throughout their time in the pre-school.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks. Hygiene routines are followed. Behaviour is very good. As a result children work and play well together. Children are developing a good understanding of the wider world through a display of words in other languages and participation in charity events. The transition into school is supported by strong links and joint activities as the term draws to a close.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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>	2
<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?	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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met