

Ashingdon Preschool

Inspection report for early years provision

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22/09/2009

Inspector

Lisa Paisley

Setting address

The Cricket Pavilion, King George's Playing Field,
Ashingdon, Essex, SS4 3UZ

Telephone number

07977955263

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Ashingdon Pre-school opened in 1999. The setting operates from the main hall and adjacent room in a cricket pavilion on a recreational playing field. It is situated within walking distance of schools and shops in Ashingdon, Essex. All children share access to the public outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term-times. Session times are from 09.00 am to 11.45 am and 12.15 am to 2.55 pm Monday to Friday.

There are currently 53 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend either morning or afternoon sessions. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or disabilities.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 10 staff, of whom six of the staff, including the managers hold appropriate early years qualifications. There is one staff member currently working towards a recognised early years qualification. The setting receives support from the local authority, the Pre School Learning Alliance (PSLA) and the Rochford Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well, because of staff's effective knowledge and understanding of the Early Years Foundation Stage (EYFS), early childhood development and children's individual learning styles. Engagement with parents is an outstanding feature of the provision and contributes significantly to ensuring all children are fully included and receive any additional support they need. This leads to effective continuity of care and learning, enabling all children to make good progress. There are secure systems in place, to monitor and evaluate the overall effectiveness of the provision, this ensures continuous improvements are made.

What steps need to be taken to improve provision further?

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

- review the organisation of daily routines to further meet children's individual needs
- develop further planning and assessment arrangements to ensure that they are tailored towards children's individual needs, this includes initial assessments on all new children attending the setting.

The effectiveness of leadership and management of the early years provision

A good focus on safeguarding with robust policies and procedures clearly understood and followed by all staff ensures everyone understands their responsibilities to safeguard children's welfare. Designated staff have established effective links with relevant agencies to protect children. Clear vetting procedures ensure all staff working with children are suitable to do so. Staff supervise children closely to ensure their safety, and the indoor and outdoor environment is subject to thorough risk assessments to ensure risks to children are minimised.

The management has a clear sense of purpose which is shared by the committed staff team. The qualified and motivated managers effectively support the development of the staff team and instigate change where necessary to provide a learning environment where children thrive. Regular staff meetings are used as an opportunity to evaluate the effectiveness of the provision and to share good practice and the self-evaluation is used to identify areas for further improvements, this includes promoting inclusion. Staff work well as an effective team and have a clear understanding of each other's roles and responsibilities. Good management ensures effective staff deployment and promotes the efficient use of staff skills, resources and the environment, although the latter part of the session becomes more adult directed which may stifle spontaneous play and learning opportunities for children.

The setting actively promotes equality of opportunity and works successfully in partnership with parents and other agencies to support and meet children's individual needs. All children and families are valued and appreciated by staff. Parents are extensively informed about their children's achievements, progress and well-being. Excellent systems are in place for the successful exchange of information on arrival and collection. Parents enjoy sharing their children's assessment records and can see the improvement in their children's learning and development, particularly in their social skills and confidence, since attending the provision. The book reading scheme and 'Firm Foundation' activities promote children's learning in the home. Parents also receive computer discs each term providing them with the opportunity to view their child participating in activities while at the pre-school.

The quality and standards of the early years provision and outcomes for children

Staff have a sound knowledge of the EYFS and successfully reflect the principles of the framework in their practice and the flexible service they provide. Children make good progress towards the early learning goals given their capabilities and starting points. The provision takes account of individual children's interests and abilities and provides a balance of child-led and adult-initiated activities. Where necessary staff modify or provide additional materials so that all children can participate at their own level. Children settle quickly into activities and their imaginations are

captured and sustained as staff successfully organise the play and learning environment; consequently, children are active learners and participators within the provision. Children show a good level of curiosity in their learning as they enjoy trying out new activities and play experiences, many children plunge into a good range of malleable and sensory experiences, and this includes sand, soil, corn-flour and jelly with a range of supporting resources, encouraging children's imaginations and self-expression.

Planning and assessments arrangements are in place, this includes weekly evaluations of activity plans and staff ensure topic work is woven into all elements of activities that are provided. However, on going development is required to ensure that they are tailored further towards the children's needs and to include children's starting points. Regular and systematic observations are undertaken by the staff and this information is recorded on individual development profiles. Activity plans ensure that a broad and balanced range of activities across the six areas of learning are covered at all times. There are afternoon sessions for the older children whom undertake more in-depth work and are given more responsibility to help them with the transition into school. Children benefit because the staff make good use of the available resources, all planned areas are attractively laid out for children. Resources are of a very high quality and the provision is very well resourced, ensuring that children have a continuous range of play experiences and opportunities. Effective systems are in place to supporting children with additional requirements, this includes a designated and trained Special Educational Needs Co-ordinator (SENCO), Individual Educational Plans are implemented and regular meeting with parents and other professionals take place.

Children's behaviour is very good, as staff successfully create an environment that values positive behaviour; consequently, they behave well and understand what constitutes right and wrong. Children strive to do their best and to be friendly and care for others, positive peers friendships are established as children hold hands and actively help one another. The staff have a positive, consistent approach, they take into account each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. All the staff's interactions with children are consistently thoughtful and explanations are used at every occasion, staff listen to children and they value their contributions. There are lots of opportunities for children to develop good communication skills, the book corner is warm and inviting where children enjoy listening to stories in small groups. Good opportunities for children to develop an understanding of problem solving through daily activities such as counting, matching and comparing play figures. The outdoor environment provides an exciting play area for children where they can play either vigorously on the range of toys or explore the natural world. Regular outings are undertaken, for example, bus rides to the local market, nature walks and visitors are invited into the pre-school to talk about their role, such as a police officer. Festivals and traditional events are celebrated with the children and they also recently participated in a world adventure trip with a staff member.

Children thrive because conscientious attention is given to health and hygiene routines. Staff regularly remind children to wash their hands when needed and all children know why they have to wash their hands. Nappy changing is hygienically

and sensitively undertaken in an area well away from the space used for play or eating and staff ensure that privacy is maintained. Children know how to keep themselves safe as they move around the physical environment safely and use resources appropriately and staff consistently explain and remind children why they have to be safe. Consequently, children develop a good understanding of their own personal safety and they are safe and secure.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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