

Abbotsbrook Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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

Abbotsbrook Pre-School registered in 2006 and is privately owned. It operates from the main room in Little Marlow Parish Hall in Bourne End, Buckinghamshire. A pre-school has operated from this site for many years. Children have access to a small enclosed outdoor play area and also use the grassed area adjacent to the hall under staff supervision. Children attend from Bourne End and the surrounding villages. It is open each weekday in term time only from 09.15am to 11.45am. A lunch club is offered on Monday and Tuesday from 11.45am to 12.45pm.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age group may attend at any one time. There are currently 37 children on roll between the ages of two and four years, who attend for a variety of sessions. Of these, 29 children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities.

There are eight members of staff, three of whom hold early years qualifications to at least National Vocational Qualification level 2. One member of staff is currently working towards an appropriate early years qualification and two are working towards an Early Years Foundation Degree. Three other staff are shortly due to start initial or further training. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning are successfully promoted because staff have a well developed knowledge of their individual needs. They are cared for in a safe and secure environment and are very happy. The pre-school provides fully inclusive care for children and good systems are in place to ensure their individual needs are fully addressed. Staff work closely with parents, other settings and other agencies to ensure they receive continuous and consistent support. Children enjoy an exciting range of activities which encourage them to make good progress given their individual starting points. Rigorous self-evaluation by the manager and staff is a key strength and ensures that areas for development are accurately identified and swiftly acted upon, resulting in provision that is continually improving and responsive to the needs of its users. Recommendations from the last inspection have all been addressed, for example, improved resources are now provided to enhance children's language and mathematical development.

What steps need to be taken to improve provision further?

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

- make better use of the outdoor area to provide children with access to

- activities which promote their development in all six areas of learning
- ensure the risk assessments for outings are dated to show when they were done and when they should be reviewed in order to further promote children's safety
- review the snack arrangements to ensure the spread of germs is effectively minimised and children are encouraged to develop good eating habits

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure the suitability of all adults working in the pre-school. A clear child protection policy is in place; staff are up to date with training and are familiar with local Safeguarding Children Boards procedures. This ensures children's welfare is fully promoted should they ever have a concern about them. The owner, who also manages the setting, positively encourages staff to gain initial and further qualifications to make sure they have the skills and knowledge to promote good outcomes for children. While the setting does not currently meet the requirements to ensure that at least half of staff are qualified to National Vocational Qualification (NVQ) level 2 or above, staffing is organised to ensure this is achieved at each session. A member of staff is also on target to complete her NVQ level 2 training by December of this year. Two senior members of staff are undertaking an Early Years Foundation degree and have introduced new practices, such as using Learning Journeys for all children, as a result of their studies.

All required policies and procedures are in place for the safe and efficient running of the pre-school. Policies are well presented and always available for parents which contributes to ensuring that equality of opportunity is promoted. The premises and equipment are carefully checked each day to ensure they are suitable for children to use. A risk assessment is conducted for all outings, such as for walks in the locality; however, these are not dated to show when they were done or need to be reviewed. Accidents and administrations of medicines are accurately recorded and always shared with parents to support children's continuity of care. Good relationships are established and maintained with parents, who report that they are very pleased with the provision made for their children. They are kept up to date with news about the pre-school through termly newsletters and warmly welcomed into the setting by staff, who make time both before and after sessions to chat to them about their child. Termly written reports are provided to keep them informed about their child's progress; however, these do not yet contain information about children's identified next steps. The manager and staff regularly monitor their provision and consider carefully how they can further improve the already good care they provide. A thorough self-assessment has recently been conducted, taking the views of staff, parents and children into account to ensure their needs are fully considered. Activities are evaluated each day, and the outcomes used to inform planning for the rest of the week, thereby ensuring children's needs and interests are truly taken into account when planning. Staff are very committed to continuous improvement and equality for all children across all areas of their provision. This is very effectively underpinned by the clear vision and embedding of high standards by senior managers.

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

Children enjoy a stimulating range of activities which support their development. They are keen to involve themselves in play as soon as they arrive, excited by the very well presented and interesting resources. For example, they all crowd around a table that has been set up with glitter play dough, eager to use the small tools to knead, roll and cut out their chosen shapes. Toys and resources are easily accessible on tables, mats or on low storage, and as a result they gain independence as they play. For example, they freely access resources on the trolley while junk modelling and thereby develop their own creativity. Planned activities are well suited to all children's individual needs because staff know them well; regularly observing them, assessing their progress and taking note of their individual interests. Learning journeys are established as soon as children start and are continually updated by their key person. This ensures their progress is evaluated and matched to the requirements of the Early Years Foundation Stage curriculum in order to identify next steps and any gaps in their learning. As a result, children are effectively supported to make good progress and gain valuable skills for the future. Staff work closely with other early years settings attended by children and outside agencies involved in their care, to ensure their needs are recognised and supported. They plan an extensive range of activities to support children's development in the six areas of learning both through adult-led and free choice activities. For example, children enjoy arts and crafts, modelling with Duplo bricks, reading, climbing and sliding on the indoor climbing frame and imaginative play, such as in the hairdressing salon. A small outdoor area has been converted, with funding provided by the pre-school, allowing free access to resources, such as a Wendy house, sand box and wheeled toys. However, limited use is made of this area to encourage children to take part in activities representing all areas of learning. Staff involve themselves fully in children's play, making good use of practical activities to challenge and extend their learning. For example, as children make crowns on the craft table, they are encouraged to count and name the colours of the gems they use to decorate them. Staff constantly chat to them about what they are doing, thereby encouraging their language and thinking skills. For example, they are challenged to think about what day today is, if yesterday was Monday during a group activity. Their knowledge is then quickly reinforced as they sing a song about the days of the week. They listen carefully and respond to instructions while playing a parachute game, shaking it slowly, then quickly and then holding it up high so they can see the children holding on the other side.

Children learn the importance of good hygiene as they are reminded to wash their hands regularly. They gain an understanding of the benefits of regular exercise, enjoying dancing to music while waving streamers and scarves. They decide when they wish to eat, and are offered nutritious snacks, such as fresh fruit and vegetable pieces and a drink of milk or water, which they pour themselves. However, because serving spoons are not provided, the spread of germs is not minimised as well as it could be. Additionally, because children do not use plates at snack time, good eating habits are not fully encouraged. The children are very confident and settled in the pre-school. They behave well and benefit from the

good role models provided by the caring staff. They take pride in acting as the daily helper, ringing the bell at tidy up time. They take part in discussions about safe play and are pleased to be rewarded for careful listening with stickers. A range of measures is in place to promote their safety including locks on the door and outside gates. Children gain a good understanding of diverse society, celebrating festivals, such as the Chinese New Year, and accessing a range of resources which depict cultural differences.

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	2

The quality of the provision in the Early Years Foundation Stage

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