

Ancells Farm Community Pre-School

Inspection report for early years provision

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Inspector	Hazel Stuart-Buddery
Setting address	Ancells Farm Community Centre, 1 Falkners Close, Fleet, Hampshire, GU51 2XF
Telephone number	01252 815496 or 01252 615744
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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*.

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Description of the setting

Ancells Farm Community Pre-School opened in 1991. It operates from a community hall on an estate, comprising of housing and a business park in Fleet, Hampshire. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered on the early years register. A maximum of 24 children may attend the group at any one time. There are currently 24 children aged from two years, nine months to under five years on the register. The group supports children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 9.15am to 12.15pm Monday, Tuesday, Wednesday and Friday. On Mondays children are able to bring a packed lunch and stay until 1pm. A pre-school plus session operates on a Thursday from 9.15am to 1pm for children due to start school the following September.

Two full-time and three part-time staff work with the children. Three members of staff have early years qualifications. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership.

The pre-school has been accredited through the Pre-school Learning Alliance's Aiming for Quality scheme and is currently working towards re-accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy within the pre-school and make sound progress in their learning and development. Systems are in place that ensure children play safely and securely. The uniqueness of each child is generally valued, although current procedures for providing play opportunities and experiences do not always take account of specific needs of some children; as a result equality and inclusion across all aspects of the provision are not always effectively promoted. Staff have recently evaluated the provision and identified key strengths and areas for improvement; a development plan has been implemented, although priorities and time frames have not been identified. There are some procedures in place for working in partnership with parents.

What steps need to be taken to improve provision further?

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

- further develop the observations and assessments by identifying future learning targets and plan relevant and motivating learning experiences for

each child; ensure parental involvement is ongoing and put procedures in place to share the identified future learning targets for their child

- improve the education programme for communication, language and literacy by providing increased opportunities to encourage children to write for different purposes and increase the key word labels to help children understand that print carries meaning
- ensure all areas of Learning and Development are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities
- improve equality of opportunity for all children by seeking relevant information about their backgrounds, culture and religion to ensure individual needs of all children will be met effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the pre-school have adequate systems in place for identifying and responding to concerns about children's welfare. Most staff have updated their knowledge of child protection through training and staff demonstrate a sound awareness of the procedures to follow should they be concerned. Written risk assessments are in place and daily checks ensure any hazards are quickly identified and minimised. The premises are secure and all visitors ring a bell to gain entry.

The manager is committed to the ongoing professional development of all staff and encourages training to ensure knowledge is continually updated. They use support provided by the Early Years Development and Childcare Partnership to develop their knowledge of the Early Years Foundation Stage. Most of the recommendations raised at the last inspection have been addressed successfully and have led to improvements in supporting children's learning. The pre-school provides a range of resources chosen by the staff that generally reflects the interests of the children. The resources are set out around the room and are freely and safely accessible. Resources selected generally cover all areas of learning, although there are limited resources that encourage children to mark make for different purposes. Children can have free-flow access to the garden, although effective use of the outdoors is not always promoted during inclement weather.

The setting adequately promotes equality and diversity. Information is not sought from parents about culture and backgrounds which means that individual needs may not be catered for. The levels of engagement with some children and their families could be more effective to ensure individual needs of the child and their family are met. The pre-school monitors and evaluates the provision and all staff are encouraged to be part of this process although as yet parents and children are not involved. Staff have identified key areas for development and produced an action plan to address these. However, the action plan does not prioritise or give a time frame of when the improvements will be made to the setting to ensure outcomes for children continually improve. The setting's communication with other providers is at the early stages. No formal procedures are in place to ensure information shared is used effectively to support children's achievements and well-being. Regular news letters and relevant information on the notice board keep

parents informed of what is happening at the pre-school. Termly meetings provide an opportunity for parents to view their child's development files, although currently there are no procedures in place to discuss children's future learning targets towards the early learning goals. Parents report they are generally happy with the care their child is provided with. They describe their children as being 'happy' and feel that the staff are approachable. Parents would like to know more about what their child learns while they are at pre-school and would like the opportunity to extend their learning at home. Home visits have recently been introduced and an 'All about me' booklet ensures staff know as much as they can about each child before they start to enable them to pitch activities accordingly to maximise their enjoyment.

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

Children are happy and relaxed as they play and make sound progress in relation to their starting points. Advance planning is not completed and staff generally take on board children's interests on a daily and weekly basis. Information is recorded retrospectively about what the children have done, although this information is not summarised and does not clearly show the areas of learning that have been covered. Some structured activities are implemented following the interests of children, although these are not always well planned and missed learning opportunities prevent the activity from being fully effective. Development files are completed for all children. Spontaneous observations are supported with some photographs and examples of children's work, these are not linked to the early learning goals and do not identify what the child's next stage of learning is. Children's individual progress is summarised, although not always on a regular basis. Staff are continually working with new ideas to try and find a system of assessing and recording children's achievements effectively, this is an area they have identified for further development.

Children are inquisitive learners and question confidently what visitors are doing. Staff are generally deployed well and work directly with the children. However, not all opportunities are taken to question and extend children's learning. Children happily move between the activities accessible to them and some children confidently ask for different resources. They take responsibility for their own hygiene as they routinely wash their hands before snack time. Children independently put on the coats and boots as they get ready to play outside in the rain. Their communication skills are developing well, some children confidently stand in front of the group to sing nursery rhymes, smiling proudly as they are clapped and praised. Limited labelling and posters of words and letters around the room prevent children from learning that print carries meaning. Children show sustained concentration as they thread beads onto string and proudly show each other their achievements. Weekly music and movement sessions and regular access to the outdoor area ensure children's physical skills are developing. Paint brushes and small glue sticks are used by most children with increasing skill. Most children demonstrate through play a sense of how to keep themselves safe. Some children need to be reminded by staff not to run while inside, they listen carefully to the explanations and stop running. Children happily approach staff for support

and talk about their favourite things, such as spiders. Children benefit from healthy snacks provided by the parents. Children show an awareness of healthy lifestyles as they understand eating fruit and vegetables helps their bodies to grow. Children engage in a range of activities inside and out increasing their understanding about the importance of regular exercise to help maintain a healthy lifestyle. Most children feel safe and secure and are beginning to show a sense of belonging. Children play well alongside each other and learn about sharing and taking turns as they cooperate during activities. Specific topics covering diversity are not planned in advance and therefore children's understanding of the wider world may be limited. Generally children make satisfactory progress towards developing skills for the future and generally secure the skills they require in order to progress in their learning. Some resources are readily accessible and children begin to learn about information and communication technology through daily use of a computer and a music player.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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