

Abbey View Pre-School & Nursery

Inspection report for early years provision

Unique reference number	EY316208
Inspection date	01/02/2010
Inspector	Maura Pigram and Tina Kelly
Setting address	77 Holywell Hill, St. Albans, Hertfordshire, AL1 1HF
Telephone number	01727 -855935
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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

Abbey View Pre-School and Nursery is privately owned and opened in 2006. It operates from Hollywell Hill, St Albans, Hertfordshire. It is situated in a single storey newly refurbished building close to schools, transport and parks. There is access to an outdoor play area. The accommodation comprises of two play rooms, toilets, a lobby area and an enclosed outdoor area. There is also a kitchen and an office/staff room. It is open each week day during school term times. Sessions are from 8.45am to 12 noon for pre-school children and from 1.00pm to 3.15pm for younger children. Sessions are flexible and pre-school children can attend for the whole day.

The pre-school and nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend at any one time. There are 38 children on roll aged from two to five years. The pre-school makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

There are eight members of staff including the owner/manager. They hold appropriate early years qualifications and some staff members are qualified teachers. The manager and her deputy have achieved the Early Years Professional Status. Three members of staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school and nursery promotes inclusive practice extremely well. Staff are extremely well qualified and have extensive knowledge of how young children develop and learn. Their knowledge of the individuals in their care means that each child enjoys a wonderful range of valuable experiences that help them achieve their full potential. Highly effective partnerships between parents, providers and other agencies benefits and enhances the care and learning. All the staff, parents and children are involved in evaluating the service provided, this means that areas for development and improvements are part of an ongoing cycle.

What steps need to be taken to improve provision further?

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

- review information for parents to ensure the regulators contact details are up-to-date in the prospectus.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding children amongst all staff as they receive regular training. Thorough policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Comprehensive recruitment, vetting and regular appraisals continually assess staffs ongoing suitability and identify training needs. Robust procedures for arrival and departure ensure children are handed over safely to a known adult and excellent opportunities are taken to ensure children develop a secure understanding of how to stay safe. Effective risk assessments for all areas including the many outings ensure any potential risks to children are minimised. Most documentation is very well maintained with the exception of the prospectus provided to parents. This currently does not contain the necessary contact details for the regulator so that this information is easily available to them should they have any concerns.

The manager is very proactive in ensuring continuous improvement of the setting, she works closely with her deputy and the team so that they can continually reflecting on the service provided and ways staff can develop their knowledge and skills through additional training. Parents and children's views are highly valued and included in identifying targets for future improvement. The highly effective partnerships with parents and external agencies and other providers are a key strength of the provision. For example, there is a close partnership with external agencies such as speech therapists and the manager visits schools children are due to attend with potential teachers visiting the setting so they can meet individual children and learn about their needs.

The promotion of equality of opportunity is at the heart of the setting's work. Children with dual language skills are extremely well supported. For example, a wide range of dual language books, key words and purposeful displays contribute to children and their families feeling highly valued. Extensive steps are taken to close potential achievement gaps and an exceptional knowledge of each child's backgrounds and needs means that children can achieve considerably well given their starting points and abilities. For example, staff are successfully deployed so that their individual skills such as communications in sign language are effectively used. In addition, daily extensive evaluations of an adult-led activity means that the high quality resources are extremely well used so that the environment is stimulating, safe and conducive to active learning.

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

Children flourish in this vibrant and welcoming environment because the manager and her staff are very experienced of how children learn and have an excellent knowledge of the Early Years Foundation Stage. Staff calmly and effectively ensure all children make excellent progression in developing the skills that will help them in the future. For example, children respond to challenges with great enthusiasm

whilst making creative and detailed models from clay, they concentrate for long periods of time and use a variety of tools safely and with confidence. Consistent interaction from key workers means that the activity is well organised and thorough observations and assessments enable the staff to make meaningful plans for the next steps in the children's learning. Staff are highly skilled in writing the children's assessments and ensure they are linked to the early learning goals. Staff number each disposition and record these within observations and the daily evaluation of an adult-led activity. This ensures staff successfully track children's progression.

Planning is expertly used to guide children's learning and development so that there are rich and varied adult and child-led activities that fosters active learning. For example, children engross themselves in imaginative play, a group of children eagerly creating a cooking competition. The placing of writing materials in the home area enables the children to make shopping lists for their competition. Many of the children recognise letters and can write their own names, an adult-led activity using children's interest in play dough further supports their understanding of letter sounds. The indoor environment is extremely well-organised and child-friendly. The children confidently move between the two play rooms, eagerly choosing from the high quality resources and making excellent use of their environment. For example, a cosy book area allows children a space to enjoy quiet activities such as reading a story from the broad range of books available including the wide variety of traditional stories from around the world in dual languages. Children's communication, language and literacy is further promoted through the regular borrowing of books, visits to the library and the sharing of 'Story Bear' with their families. Outdoors they actively engage in a wide range of physical activities which contributes to their healthy living. For example, they delight in riding bikes, pushing prams, playing ball games, gardening or playing imaginatively in the boat. Children learn about keeping safe through every day and planned activities such as the regular fire drills and visits from the local police and safety officers.

Children of all ages are widely consulted about what they what they enjoyed playing with and what they would like to do, this values their ideas and further promotes their personal, social and emotional development. Every child is able to experience the responsibility of been a head boy or a head girl and achievements are highly valued through rewards such as certificates. As a result, children behave very well, they work exceptionally well independently and with their friends showing excellent negotiation and co-operation skills. For example, a group of children set up an interactive game, they confidently discuss how many can play and negotiate turn taking. New and younger children are effectively helped to settle in, comforters or favourite items from home are encouraged and parents can stay until they feel their children are settled and secure. Children are very fully included so that outcomes are positive. For example, woodwork sessions are suitably adapted and supervised as necessary so that every child can enjoy experimenting safely with a wide range of real tools. Children's understanding of diversity and difference is further promoted through a broad range stimulating activities such as purposeful displays, art, craft and cooking sessions and the invitation to parents or extended family to share their cultural knowledge.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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