

Auckley Pre-School

Inspection report for early years provision

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Inspector

June Rice

Setting address

Auckley Nursery, Auckley Junior & Infant School, School Lane, Auckley, DONCASTER, South Yorkshire, DN9 3JN

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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

Auckley Pre-School opened in 2009 and is committee run. The provision operates from a large room in a single-storey building that is on the campus of Auckley Junior and Infant School at Auckley in Doncaster. There is a secure outdoor play area.

The provision is open each weekday from 9.15am to 11.45am, term time only. The provision is registered to care for a maximum of 24 children from two to five years. There are 28 children on roll. The provision currently receives early education funding for three-year-olds. There are four permanent staff members, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a positive attitude towards continued improvement, which includes providing opportunities for staff to attend relevant training, such as child protection, inclusion development, risk assessments, health and safety, and language acquisition. The provision has successfully evaluated itself and demonstrates a clear understanding of its strengths and areas for further improvement. These include further development of the outside play area and the continued development of links with other early years providers. Clear observation, assessment and planning systems are in place and sound working relationships have been developed with parents and others. This ensures children feel safe and enjoy learning through play.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the outside play area, and where possible link the indoor and outdoor environments so that children can move freely between them
- continue to develop the links with other early years providers.

The effectiveness of leadership and management of the early years provision

The provision clearly works in partnership with parents and others to safeguard children. Staff demonstrate a sound knowledge and understanding of child protection and the procedures to follow. A visitors' book is maintained, and written procedures are in place in the event of lost or uncollected children and for safeguarding. These are on open display to users of the provision, along with other policies and procedures, to ensure they have a clear understanding of how the provision works. Risk assessments are sound and identify possible hazards and

action taken to reduce the risk. Staff and users of the provision have been included in the self-evaluation process, and the evaluation demonstrates they have a very good understanding of the strengths and areas for further improvement. Staff have developed a sound working relationship with parents, which ensures they continue to share relevant information. The provider has recently begun to develop links with other early years providers. For example, they are discussing ways to improve the procedures to help children's transition into nursery. However, these are in their infancy and the impact on children is unclear. The system for observations, assessments and planning clearly identifies children's progress. These are linked to the six areas of learning and used effectively to plan children's next steps. This ensures children continue to make good progress. Inclusive practice is promoted effectively by the provision, which promotes equality for all through resources and activities that introduce children to diversity.

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

Children are helped to stay safe through the provision's successful implementation of policies, procedures and risk assessments, which identify actions taken to manage or eliminate risks indoors, outdoors and during outings. For example, following a risk assessment on the outside play area, staff decided that it was not fully suitable for all the children who attend and have re-organised the area to further ensure children's safety. However, children are unable to move freely between the indoor and outdoor environments and have less access to the larger outside equipment. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. For example, children are reminded not to run inside, and are included in emergency evacuation practice. Children are consistent in their approach to good hygiene practices. For example, they wash their hands before meals, after using the toilet and after craft activities. Staff take appropriate steps to prevent the spread of infection. For example, they are vigilant in ensuring the care areas remain clean, and they wash their hands and wear aprons while preparing snacks.

Children freely and safely access resources, toys and activities in an environment that is organised to actively promote independence and choice. Children are encouraged to be physically active during outside play, during which they choose to push or ride equipment around the grounds, carefully avoiding each other, manoeuvring backwards and forwards on both hard and soft ground. More-confident children deftly walk across crates holding their arms out to control their balance, while less-confident children proudly walk across with the support of staff. Children are learning about keeping themselves warm and dry, with many putting on their coats and wellingtons before going out. Those who forget are reminded and quickly put suitable clothing and footwear on before running out to join their friends. Their understanding of differences is promoted through the use of resources, toys and activities. The environment has displays of posters and work that reflect differences in race and language. Children with English as an additional language benefit from the use of a basic sign language and the introduction of simple words in their home language. Children are learning about how to use

technology. For example, they use a mouse to play a computerised game, and listen carefully to simple instructions. Other children interested in this activity are skilfully included while waiting their turn. They are encouraged to join in a number game, which is skilfully extended as they are prompted to touch and explore the material the numbers are made of.

Children enjoy joining their friends in self-chosen activities. They wear police helmets, and when asked by a member of staff what they want to do next, they decide to make a police station. They help staff gather appropriate props, including large sheets, a clothes rack, a telephone and a notebook. Children then decide they want to have a picnic in the police station and staff encourage them to select role-play equipment from the home corner to support their play. Children in the construction area make an elephant. They talk about what an elephant looks like, name different parts of the body and compare how many legs elephants and they themselves have. Children talk about sad and happy faces, name different colours, and push and pull to join and separate different parts. Children select mark-making equipment and make marks, explaining that they are writing their name, saying simple statements, such as 'my name', and smile brightly with a sense of achievement. They stack cardboard tubes and state, 'look I'm making a tower', smiling brightly when praised. Children are totally engrossed during water play. They carefully place a funnel into a bottle and use a jug to pour water into the bottle. They watch the water going down the funnel and alternate between using a bottle, funnel and jug to fill the bottle. When full they carefully remove the funnel and watch with great interest as water bubbles over the neck of the bottle. Staff ask simple questions, such as 'is it full?', to which children reply, 'yes, won't go down'.

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	3
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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