

Ashton Keynes Pre-School

Inspection report for early years provision

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Inspection date	19/11/2009
Inspector	Shirley Ann Jackson
Setting address	Ashton Keynes Village Hall, Park Place, Ashton Keynes,, Swindon, Wiltshire, SN6 6NX
Telephone number	01285 869433
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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

Ashton Keynes Playgroup opened in 1979. It operates from a playroom in the village hall in Ashton Keynes, near Swindon. The group offers care to children from the village and surrounding areas. The group is managed by a voluntary committee of parents.

The group is registered to provide care for a maximum of 18 children under eight years. There are currently 23 children on roll aged from two to four years. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities.

The group opens five days a week during school term times. Sessions are from 09.00am until 11.45am with an option to stay for lunch club until 1.00pm. After Christmas the group will open on Monday and Wednesday from 09.00am until 3.00pm.

Three core members of staff work with the children. All hold recognised childcare qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff recognise the children as unique individuals and ensure that their individual care needs are well met. Children enjoy their time at the group and are making sound progress in their learning and development. However, there are gaps in the way some areas of learning are offered to the children. Due to recent staff changes, systems for observation, assessment and planning are in their infancy. Staff promote most aspects of children's welfare, ensuring they are safe and well cared for. Partnerships with parents and carers are sound. However, those with other settings which children attend have not been fully forged. The play leader has started to evaluate practice at the group to identify areas for development. However, the views of other staff, parents and children have not yet been sought.

What steps need to be taken to improve provision further?

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

- ensure flexibility in planning for the group, while keeping a focus on children's individual and present learning needs or interests and achievements
- analyse observations to help to plan next steps for individuals and groups of children and ensure these focus on what children can do and are interested in and are clearly recorded for all adults to see
- further develop the role play and mark making areas and resources to encourage children to use them independently and creatively

- promote children's awareness of diversity, and help to make families feel welcome, by promoting a positive attitude to disability, ethnicity, cultural and social diversity
- encourage parents to regularly review their child's progress file and to contribute meaningfully to this process.

The effectiveness of leadership and management of the early years provision

The group's policies and procedures are in place and accurately reflect the group's daily practice. These are effectively shared with parents as a copy is available on site. Risk assessments have been completed on the indoor and outdoor play areas and for all outings undertaken with the children. The records which are required for the children are well maintained and stored confidentially. Children are appropriately safeguarded through staff knowledge and understanding of the indicators of abuse and neglect. They are aware of the procedure to follow if they have any concerns about a child in their care and this policy is openly shared with parents.

Indoor space is generally well organised for children to independently select from a small range of resources. Children are able to choose if they want to play indoors or outdoors for most of the session. Staff have implemented an effective free flow system between both areas, giving children choice in their play. The group has a small range of resources which does not help to raise children's awareness of the wider community. They see few positive images promoting ethnicity and disability and to ensure that all families feel welcome and valued.

Partnerships with parents and carers are sound. When they first approach the group, parents are given a 'welcome pack', but this is currently out of date and does not reflect recent staff changes. Ongoing information is then shared through newsletters, notice board, informal feedback at the end of the day, helping on rota duty and e-mails. Opportunities for parents to have regular access to and meaningful involvement in their child's progress folders are limited. Some children attend other settings offering the Early Years Foundation Stage. Links with all of these providers have not been sufficiently forged to ensure that they regularly share children's development and learning records and any other relevant information.

A process to evaluate the group's strengths and areas for development is in place. However, this had been started by the previous play leader. The current play leader is new in post and has continued to complete it as before. Since taking over she has implemented a number of changes. For example, after attending a course on the environment, changes were made to the way the playroom was organised. Recommendations raised at the last inspection have been partly met, but some areas still require further development and this has been identified by the play leader. Plans for future improvements are well targeted to bring about further improvement to the group and to the outcomes for the children. However, the method used to complete the evaluation does not include regularly seeking the views of other staff, parents or children.

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

Children arrive happily at the group, they settle well and are soon happily involved in the activities offered. Staff have a sound knowledge of how young children develop and learn. They are building their confidence and ability in delivering the Early Years Foundation Stage. Staff offer a range of adult-led and child-initiated activities and experiences. However, plans tend to be for the whole group, rather than aimed at individual children. Systems are in place to observe and assess the children as they play. However, staff are not using this information to identify children's interests to enable them to use it to inform future plans. The identified next steps tend to focus on what children cannot do rather than identifying what they can do and helping to build on this. Children benefit from adult involvement in their play. Staff are beginning to use open ended questions to encourage the children to use recall. For example, during story time a member of staff asked about the main character 'can you remember what she found?'

Children feel safe and secure and have positive relationships with staff. They show increasing independence in selecting and carrying out activities. Some children persist for extended periods of time at an activity of their choosing. The confidently link up with others for guidance and support. For example, they ask staff for help with the play dough as it sticks to their fingers. Children seek one another out to share experiences, such as, eating snack together. Some children are aware of boundaries within the setting. For example, one child said to another 'I don't think the glitter is supposed to be on the play dough table'. Children feel pride in their own achievements. For example, a child asked a member of staff 'what do you think of my hat then?' as he modelled his witches hat. Children confidently communicate with adults working at the group. They listen to stories with increasing attention and recall and will join in with some familiar refrains. Children handle books carefully, hold them the correct way up and turn the pages as they look at books independently. They enjoy drawing and painting and staff will annotate what the children say on to their pictures. However, the mark making area is not effective in encouraging children to regularly access it. Children's maths skills are developed through everyday routines. For example, they help staff to count how many children are present each day and identify which numerals show this number. Children use and talk about position. They enjoy making patterns as they use pegs and boards to make up their own patterns. Children use size language, for example, they talk about making a 'big' potion with the shaving foam and jelly. Children learn about the world around them as they go for nature walks around the village. They show interest in technology and some children can operate simple equipment and are able to play on simple computer games. Children's creativity and imagination are fostered as they play with a variety of different media and materials, such as, play dough, shaving foam and jelly. However, the role play area lacks interest, excitement and a suitable range of resources which encourage children to use their imagination effectively.

Children learn about a healthy lifestyle. For example, they enjoy healthy and nutritious snacks and follow established routines for hand washing. Children are

able to freely choose to play outdoors at every session where they enjoy activities and experiences covering all areas of learning. For example, children can paint, play on the tyres or ride wheeled toys. Children learn about keeping themselves safe as they practise emergency evacuation drills. Staff also talk about road safety when they go for walks in the local area.

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	3
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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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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