



Aspley Guise Pre-School

Inspection report for early years provision

Unique Reference Number	EY100478
Inspection date	12 January 2006
Inspector	Diane Mary O'Neill
Setting Address	Aspley Guise Pre School, Spinney Lane, Aspley Guise, Bedfordshire, MK17 8JT
Telephone number	01908 584 219
E-mail	
Registered person	Aspley Guise Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Aspley Guise pre-school has been in operation for over 25 years. It operates from a dedicated mobile unit in the grounds of Aspley Guise lower school. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11.45 and 12.45 to 15.15 during term time only. All children have access to a secure enclosed outdoor play area.

There are currently 49 children aged from 2 years to 5 years on roll. Of these 17

children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently has no children attending with special educational needs or who speak English as an additional language.

The pre-school employs 6 staff. Of these 2 staff, including the manager, hold appropriate early years qualifications. There are 2 members of staff working towards a qualification. The pre-school have support from the Pre-school Learning Alliance and receive teacher support for the Early Years Development team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through extremely well-planned daily routines. Children have good access to the toilet area so their independent skills are being developed, however, staff are available if support is needed. The staff follow good hygiene procedures when they are changing children's nappies, this procedure reflects their written policies. The children have an awareness of how and why we wash our hands and that it is important to do so, for example, before snacks and after messy activities. When using the outside play area staff are vigilant in ensuring children's safety and hygiene. Younger children develop their understanding through watching others, discussion and through positive role modelling of the adults. The children are protected from infection through good hygiene routines which are practiced throughout the pre-school.

Children's health and hygiene is extremely well maintained through procedures of exclusion for certain forms of illness. If children are taken ill, staff ensure they are made comfortable until they are collected. First aid and emergency procedures are well documented in the appropriate forms. A high level of staff hold first aid certificates, so they ensure all incidents are dealt with effectively to maintain children's safety and well-being. There is a good awareness of practice and procedures to ensure any accidents are dealt with appropriately ensuring the best interests of the children are maintained at all times.

Children have a good variety of snacks, including fresh fruit and a drink. There is a café style approach to snack time where a designated helper pours the drinks, and children then take their own drink to the table, where they help themselves to fruit. This helps to build their confidence and independence. Snack times are also a very social occasion where the children have opportunities to tell the staff and each other about things they may have been doing. However there are times when staff are not sufficiently deployed to help the younger children learn about the snack time routine, such as not walking about with their drinks.

Children enjoy an extensive and stimulating range of equipment to promote a healthy life and their physical development that incorporates indoor and outdoor play. This includes good opportunities for children to explore, experiment and develop their physical skills such as, pulling themselves up on the climbing frame, furniture, crawling, using push along toys to aid with their walking skills. Trips out in the local

community also expand opportunities for all the children attending the pre-school in using their physical skills. Children clearly enjoy using the garden when ever they can to use their energy and imagination. These activities produce lots of laughter and interaction with one another as they run around with each other and use sit and ride equipment, play team games using the parachute. Children are given very good support from staff that are on hand to guide and assist when required, such as helping the children to climb up on the climbing frame. Inside the children have excellent opportunities to use their finer movement skills such as building, painting and using scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount to the organisation of the pre-school. Staff are vigilant when recognising hazards and take positive steps to minimise these. Children are kept safe through the use of effective risk assessments which staff continually review and assess to ensure children's safety is maintained at all times. Staff practice evacuation procedures with all the children on a regular basis. Visits from the fire brigade help to further develop children's awareness of safety. Children's safety and well-being is positively promoted through the staff being vigilant at all times both inside and outside as well as staff doing health and safety training to further develop their own knowledge and awareness.

Children use a broad range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are extremely well organised throughout the setting in child height storage units to encourage children to become independent and gain safe access to their resources. The children are encouraged to help tidy toys away and notify an adult if something is broken. The inside play space is spacious, bright, airy and well-organised within all the room making it a happy and relaxed environment for the children. They have a good outdoor access to a fully enclosed area that is monitored at all times by staff. Within this area the children have a very good variety of equipment that enables all areas of their physical development to be challenged.

Children are well protected by staff who have a clear understanding of child protection polices and procedures and give priority to children's welfare. There is on going training for staff to further develop their knowledge and understanding. Staff are vigilant in their practice and are confident in their knowledge of child protection and report concerns appropriately to the pre-school leader. However some of the pre-schools documents were not in place for example the Department of Health leaflet "What to do if you are worried a child is being abused- summary".

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the pre-school. They

confidently access the stimulating and challenging range of activities and are forming secure relationships with staff and other children. They enjoy various activities such as messy play, construction, taking part in various art and craft activities, as well as learning new songs and singing their favourites. They have trips to the woods and farm as well as having visitors from the local community which helps to extend the children's learning opportunities. Children develop their communication skills as they respond to others around them. They use verbal and non-verbal language to make their needs known to staff who are adept at interpreting these needs. Children learn about responsibilities and are allowed to make errors, decisions and choices as they select activities and share their play with others.

Children exhibit high levels of confidence and security and this has been achieved by the consistent support and direction of staff. Older children are able to resolve their differences when any conflicts arise. They are encouraged to talk about it and find their own solutions. This provides children with tools to become aware of the needs of others and negotiate differences. Younger children often seek out staff to share experiences with or to gain support for an activity.

Attractive displays all around the pre-school give children pride in their work. Staff make the experiences enjoyable and meaningful for the children which in turn aids their confidence to participate. Children are receptive to the constant praise and encouragement that is provided by staff. This has a clear impact on their self-esteem and encourages them to try new tasks and participate in activities.

Nursery Education

The quality of teaching and learning is good. Staff are extremely skilled at enriching the experiences for all children with well organised and planned activities and resources. Children's learning, is further developed by the staff providing planning and assessment records. However, staff do not fully use the evaluation and monitoring processes to regularly improve their planning and assessments to further enhance the children's learning opportunities. They have a very good awareness of children's starting points and use this to plan the next steps in their development. Consistent staff impacts on children's confidence and security. Sensitive settling in procedures builds on this giving children confidence to participate. Children enjoy circle time and some are confident to join in discussions. For example, saying the days of the week.

Staff are getting to know the children well and know when to step back and let children take over an activity, creating a realistic balance between adult-led and child-initiated play. For example, a child was making their very own robot, as well as joining in the group activity to make a big robot. Staff are excellent role models and inspire praise and encourage children to try things for themselves. They encourage children to gain the confidence to succeed and support them well as they aspire to do so. Children are progressing well, supported by a highly motivated and able staff team who are confident in their abilities to develop and challenge children's learning accordingly.

Children are absorbed and happy in the activities provided. Staff are extremely well skilled at extending the range of activities which supports the children's learning and

enables them to make progress. Children have a strong sense of belonging as they have an awareness of routine for example, where to hang their coats when they arrive, the lay out of the room and choice of play materials. They are developing friendships and seek out friends to share activities with. Behaviour is good. Children respond well to direction, more able children resolve their own conflicts and some will seek support. For example two children hitting each other, staff got down and talked quietly to the children who said sorry to each other and then carried on playing their game.

Staff ensure children have extensive opportunities to learn through play and often start at a child's base line to encourage them to develop the skills required. Staff are adept at providing opportunities to help encourage children succeed in simple ways. For example, giving clues when discussing the days of the week. This in turn helps children build their confidence and self-esteem. Children enjoy using language in their imaginative play and during group discussion. For example the children talked about their toys they have brought in for show and tell time. Children spend time discovering their mark-making skills and are starting to enjoy books and stories. Simple labels around the room and opportunities to practice their mark making skills within activities such as role play give the children good opportunities to develop word recognition. Children are confident counters and have excellent opportunities to practice these skills such as, counting songs, counting objects within an activity such as cooking or using counting bears. Children have a growing concept of matching, sorting, size, shape and simple problem skills. These are gradually introduced through a range of well planned activities, as the children are ready. Staff provide children with opportunities to extend their knowledge and understanding of the world around them. They explore their local environment enjoying trips to the woods and farm that enable their physical play to be developed. Other creative activities give children a sense of achievements, as they are able to create spontaneously using their imaginations and skills. Children thoroughly enjoy using the role play areas within the pre-school to extend their imagination.

Children's achievements are clearly linked to the stepping stones. Staff members' knowledge of the foundation stage enables the use of on-going observations and effective planning to devise the next steps in children's learning.

Helping children make a positive contribution

The provision is good.

Children attend from a variety of backgrounds and all children are warmly welcomed into the pre-school. They have access to a wide range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children sometimes take part in activities of both familiar and unfamiliar festivals, such as Chinese New Year, Easter, Christmas and Diwali.

Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. This positive approach fosters children's spiritual, moral, social and cultural development and supports the educational program the children receive.

Children's behaviour can vary considerably within the pre-school. However good role models and staff support for the children ensures any incident is dealt with calmly and with consideration for all involved. There is a superb team spirit throughout the pre-school with children getting on with one another, playing happily together, being respectful of each other and sharing resources. All children are valued and respected as individuals and all their needs are well met. Staff recognise that at some time all children will exhibit a 'special need' and they cater well for any children who may require any extra care. Detailed registration forms gain full information from parents about each child in order to fully meet their needs.

A partnership with parents and carers is good. This contributes significantly to children's sense of belonging, security and well-being. Parents are warmly welcomed into the pre-school where staff are on hand to discuss any issues and share information. For example, about the foundation stage and the procedures they have in place to help children in all areas of their learning. Parents and carers are invited to regular meetings and having appointed times for more formal exchange of information about their child's progress and achievements. By gaining this information parents understand how their child will make progress and how to support their learning at home. Staff's friendly and open attitude promotes the positive relationships which impacts on the children's sense of well-being and security within the setting. The availability of informative documentation and notice boards extends the pre-school's effectiveness in keeping parents well informed.

Organisation

The organisation is good.

Children's care is greatly enhanced by the overall quality of the organisation and the staff support within the pre-school. Leadership and management is good. The pre-school leader and her deputy continually enhance their knowledge through extensive training which they cascade information to the rest of the staff team. The pre-school leader and committee are responsible for all aspects of the pre-school including employment, appraisals, staff training and qualifications. Staff as yet are not using 'Birth to three matters' framework but are intending to go on training to gain relevant information. This will enable them to extend, challenge and further enhance children's learning and development. Most of the staff hold relevant childcare qualifications and extend their own professional development through access to training and childcare literature.

The premises are extremely well organised. Indoor and outdoor space is set out to ensure children obtain the maximum enjoyment and play opportunities that will enhance all areas of their development and learning. Children arrive and are keen to participate in the pre-school lifestyle and freely move around talking to staff and their peers. Staff work superbly as a team, moving with the flow of the children where they can actively involve themselves in the children's play and learning. However at snack times, the deployment of staff is not always as effective as it could be for teaching the younger children about the snack time routine, for example not walking around with their drinks.

Records and documents are well organised to support the management and effective running of the setting. Children's welfare and care is very well supported and parents are enabled to play an active role in their child's care. There are very informative notice boards and leaflets for parents as well as good day to day communication to share information about their children.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider was asked to include the telephone number of the regulator within the complaints procedure. This has now been included in their procedure which is on the notice board for parents to see.

They were asked under the nursery education part of their inspection to extend the use of the home corner to include an increased range of role play scenarios. The pre-school has extended this by operating the role play area as a dentist, shop, doctors. They have also added to some of the resources and included mark making opportunities within the role play situations to further extend the children's play and learning. The pre-school was asked to give increase priority to maths on the plans to ensure a greater diversity of activities to include counting and problem solving through practical means. The pre-school has added to their resources and evidence in their planning, shows that children have a greater opportunity to have a varied access to play materials to enable their mathematical knowledge and understanding to be further developed. For example, they play bingo, use dominos, counting and sorting bears as well as using maths in everyday situations.

At a recent inspection the pre-school requested to change their registration from sessional care to full day care. The pre-school had some actions raised. These were to demonstrate how the deputy will achieve a qualification suitable to the post enabling her to take charge in the absence of the manager. The deputy is currently doing her level 3 qualification in child care. They were also asked to submit an action plan detailing how the pre-school will ensure that at least half of all other childcare staff hold a level 2 qualification appropriate for the care or development of children. There is one other staff member doing child care training and there is an on going plan for other staff to go on further training. The pre-school has currently withdrawn its application for full day care but has met the actions raised at the last inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain a copy of the department of health booklet “what to do if you are worried a child is being abused- summary
- ensure a robust system is in place for the recording and sharing of complaints with parents
- ensure staff are deployed effectively at snack times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure there is an effective process of planning, evaluation and monitoring to further develop children’s learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk