

Abacus Pre-School @ Filton Hill

Inspection report for early years provision

Unique reference number	EY409896
Inspection date	11/11/2010
Inspector	Hilary Tierney

Setting address	Filton Hill Cp School, Blenheim Drive, BRISTOL, BS34 7AX
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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).

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Description of the setting

Abacus pre-school @ Filton Hill is one of four private settings which is run and managed by the owners. It opened in September 2010 and operates from a mobile classroom on Filton Hill County Primary School site. Children have access to the school library area, main hall and various secure outdoor play areas. The pre-school serves the local and surrounding areas.

The group is registered on the Early Years Register and may provide care for a maximum of 24 children aged from two years to four years at any one time. There are currently 27 children in the early years age group on roll. They are open Monday to Thursdays from 8.45am until 2.45pm and on Fridays from 8.45am until 11.45am term times only. The provision offers support to children who have special educational needs and those who have English as an additional language. There are a total of three staff, all of whom have relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and have settled well into the routine of the setting. All areas of learning and development are covered well in the range of activities provided and the needs of individual children are met well. Good relationships with parents and other professionals are developing and detailed information is shared regularly with them. Detailed policies and procedures are in place and are effective. Although the staff and management are committed to drive improvement they have not yet completed a formal self-evaluation. They are able to discuss areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct and keep a record of the risk assessment that identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 02/12/2010

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

- develop further children's independence with particular attention to snack times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are clear about the procedures to follow in the event of having any concerns about children in their care. Clear records are kept of accidents, any medication administered to children and any pre-existing injuries. Security of the premises is extremely good. Visitors' identification is checked and their attendance recorded. The doors are locked and staff are vigilant when supervising the children. Daily checks of the premises are completed using a tick sheet this ensures the building is safe when children are present. However, detailed risk assessments that cover all aspects of the environment that children come into contact with have not been completed fully and are not on site. Robust systems for the recruitment and checking of staff are in place. Staff meet regularly to ensure good communication between them and the management.

Resources are balanced, in good condition and easily accessible for all children. They are used effectively during sessions to help children learn and develop. The staff have a good understanding regarding equality and diversity of children and how to include and support any children who have special educational needs and those who have English as an additional language.

Good relationships with parents and other professionals have developed and information is shared between them regularly. Parents comment on how well their children have settled and how happy they are with the approachable staff and information they are given about their child. Parents receive regular information in the form of daily communication books and verbal information when they collect their children. Regular newsletters and parents' evenings help to improve communication between parents and staff. Any other current information is on the notice board.

This is the first inspection since the group registered and although they have not fully completed the self-evaluation process the staff are committed to drive improvement. They are able to discuss areas for improvement and plans for the future of the setting. The staff and management work hard together to provide good quality childcare.

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

Children are very happy, confident and settled at the setting. They enjoy their play and are progressing well in all areas of learning and development. The staff are building good relationships with their key children and know their families well. Children are taught to keep themselves safe and are regularly reminded by staff about how to carry scissors safely, not to run with items and to check after tidying up whether the room is safe and all toys have been picked up. Children feel safe on the premises because staff provide a caring, warm, friendly environment where they may play safely. Children are able to make choices and decisions as they

select their own resources from the selection put out by the staff. Children enjoy role play and have a great time playing in the home corner. They interact well together and organise their play amongst themselves. Children enjoy creative play and take part in painting, drawing activities. They enjoy talking and feeling different textures such as shaving foam. Children are well behaved and understand the rules of the setting as they play. They understand about sharing, taking turns and are confident enough to speak or sing in front of the group. They sit well in a group and enjoy listening to stories and looking at books alone and together. Staff offer plenty of praise and encouragement for the children as they achieve this helps to build their self-esteem and confidence.

Staff are careful to ensure the needs of all children are met as they play. Good interactions between the staff and children ensure children are encouraged to think, make decisions and choices for themselves. Good language skills are developed by the children because the staff speak clearly to the children and ensure they get down to their level at all times. Staff have a good understanding regarding the Early Years Foundation Stage of learning and complete detailed observations and assessments on the children. Consequently, staff are able to clearly identify children's starting points, next steps and interests. Learning journey books are shared with parents on a regular basis so they are included in their child's learning. The key person system works well, however, staff are developing a second key person so the children have another person to relate to in the event of their main key person being away.

Children are beginning to learn about healthy lifestyles. They have good opportunities to experience outdoor play with regular access to the enclosed outside school areas. They are able to run, climb and explore the areas safely. They understand the reasons for hand washing and healthy eating. They enjoy snack times and lunch times. They sit together to eat and this is a very social time. Although during snack time the children are not encouraged to pour their own drinks and staff do not always sit with the children, consequently some children are not fully being encouraged to become independent. However, children are encouraged to put their cups and plates in the sink after they have finished and some do help to wash up.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3

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