

Annabelle's Pre-School

Inspection report for early years provision

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Inspection date	10/12/2010
Inspector	Karen Prager

Setting address	Kings Lane, Longcot, Faringdon, Oxfordshire, SN7 7SS
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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

Annabelle's Pre-school has been registered since September 2010. It is a privately owned setting and its owner also runs a day care nursery close by. It operates from the village community room that is attached to the primary school. The pre-school serves the local village community of Longcot, near Faringdon in Oxfordshire and the families living in the surrounding rural area. Children have access to the school playground for outdoor play. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school may care for children aged from two to six years. A maximum of 24 children may attend at each session including no more than six children who are aged two. There are currently 21 children on roll in the pre-school of whom 12 are nursery education funded three and four year olds. The pre-school is open from 9.00 am to 1.00 pm Monday to Friday. Children attend for a variety of sessions and the pre-school is open term time only.

There are three members of staff who care for the children, all of whom have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This newly registered pre-school provides a good and inclusive learning environment, catering well for the needs of its children. The children are happy, independent, motivated to learn and make good progress, due to the good adult support. The children's learning journeys are supported and promoted by the provision of a full range of activities and effective adult support for individual learners. High levels of good behaviour result in a safe environment. The staff are fully committed to providing the best for the children in their care and keen to develop best practice, showing a good capacity to improve.

What steps need to be taken to improve provision further?

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

- consolidate systems to ensure children's progress is clearly tracked and used to inform future plans
- develop the outside area so that it mirrors the learning environment inside and enables children to make progress in all areas of learning
- ensure drinking water is freely available to children throughout the session

The effectiveness of leadership and management of the early years provision

The staff team work well together to plan to meet the needs of all the children. All policies are in place and regularly updated. Staff meet regularly to discuss children's progress and develop ideas for planning. This planning is informed by staffs' good knowledge of the children based on their observations and assessments. Systems are in place to record children's progress and their next steps in learning. However, this is a new system and not all staff are confident using it, which means that there is a lack of consistency and plans to support children's next steps do not always build on children's recent developments or interests. Staff are well qualified, and all necessary checks are carried out. Some are undertaking further training to extend their knowledge of childcare practice. Staff have a secure understanding of the need to protect children from harm. They are familiar with the procedures to follow should they be concerned about a child. Children's safety is appropriately monitored in the building and on outings. Risk assessments are in place and a safety check list is completed daily. Appropriate staffing ratios are maintained in all sessions. Required documentation in place, suitably maintained and records are kept available for inspection. A wide range of resources are available each day. Pictures around the play room are used to make children more aware of cultural diversity. Children's independence is encouraged by arranging resources in the room to be accessible and some coat hooks are placed at child height.

A key worker system is in place, and used to liaise with parents and monitor each child's individual development and learning. Many children make good progress, given their starting points. There are good links with the neighbouring primary school. Many of the children will attend the neighbouring primary school and the children are helped to become familiar with the school and staff during the term before they leave the pre-school which helps to facilitate a smooth transition. The pre-school has some contact with the local authority early years team, though links have yet to be established that are relevant to this setting.

Parents and carers are encouraged to be fully involved in their child's learning journey. Parents and carers have an opportunity to outline their child's interests and achievements to provide a starting point for the learning journey record. The learning journey folders inform parents well about their children's progress. Parents speak very highly of the support and progress their children make. Regular parents' evenings enable parents to be involved in their children's progress. The views of parents and carers are taken into account in the pre-school's self-evaluation and planning. The staff are very keen to improve the practice and have identified appropriate areas for development. However, the self-evaluation process is not well established.

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

The bright and well resourced play room is arranged effectively for the children to enjoy a wide range of learning activities. A well planned routine is in place providing a secure structure for the children and they come to know that they should tidy up before it is time for snack. Older children are encouraged to consider the time of day and so further develop their understanding of time. Children make independent choices from a wide range of resources that cover all areas of learning and development. The book corner, corn flour and large construction areas are all well used by the children. Excellent interactions with the adults, through discussion and questions, enable all children to make good progress. A child includes a member of staff in their building and asks which tools she will need for her task. Children explore the thick ice in the pond, are fascinated at how strong it is and ask about the fish which might be in there. Staff set up a target game using ice blocks and children watch the ice shatter as it hits the ground. Children are helped to learn how to keep themselves safe. They know to walk sensibly from the play room to the playground. They manoeuvre the wheeled toys around the playground, avoiding their friends so that they do not bump. Children help to care for their environment. They remind staff to water the plants and know that they must water them to keep them alive.

Children develop a good level of understanding about making healthy choices. They know why they must wash their hands after using the toilet and before eating. Staff encourage the children to follow this consistently and help to make the process fun. Children take turns in assisting with the preparation of the tables for snack time. They are seen to carefully carry large jugs and show a sense of achievement when they are successful in not spilling the water. Although children may ask for water at other times of the day it is not freely available to them. Some children stay to eat a packed lunch which is supplied by their parents. Staff sit with the children at this time and this provides valuable opportunities to talk to children about appropriate table manners. Children have regular opportunities for physical activity. Each day starts with 'five minutes of fitness', including jogging and exercises. Children are encouraged to play outdoors for short periods each day. They share the use of the school playground and also visit the adjacent children's play park. However, this time is not planned or resourced to include all areas of learning on a daily basis.

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

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	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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met