

# Ashton Vale Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	106903
<b>Inspection date</b>	14/10/2010
<b>Inspector</b>	Yvonne Campbell
<b>Setting address</b>	Ashton Vale Church, Risdale Road, Ashton Vale, Bristol, BS3 2QY
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<b>Email</b>	
<b>Type of setting</b>	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 Vale Preschool opened in 1994. It operates from Ashton Vale Church located in a residential area in south Bristol. Children have use of several child-centred areas including; large and small play rooms, a smaller room for quieter activities and an extensive, fully resourced outdoor play area. The preschool is managed by a voluntary committee made up from parents of the children who attend. The premises are accessible at ground level.

The preschool is registered with Ofsted on the Early Years Register and may care for a maximum of 30 children at any one time, they are also registered on both parts of the Childcare Register. Children attend from the age of 30 months to under five years. Opening times are Monday to Friday from 9.00am to 3.00pm, except Tuesday when the preschool closes at 12.00 noon. The group operates during term time only and children attend for different days and sessions according to their individual needs. There are currently 49 children on roll. Of these, 37 receive funding for nursery education. Children aged three and four who have funding usually attend the 'nursery' session in the mornings and may also attend afternoon 'playgroup' sessions where most children are younger. The preschool supports children who have additional needs.

Seven staff work directly with children. Of these, five hold level 3 qualifications, two hold level 2 qualifications and of these one member of staff is working towards level 3. Staff are supported by an administrator who works part-time. The head of the setting has Early Years Professional Status. The preschool have support from an advisory teacher employed by the local authority. They have achieved The Bristol Standard for Daycare and also validation on the BEEL National Quality Assurance award scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The curriculum delivered at the preschool is purposeful and theory based. This ensures all children are on course to make excellent progress towards the early learning goals. Staff are very knowledgeable about various national early years initiatives and a strength of the setting is the ability to work in close collaboration with other professionals to achieve significantly positive outcomes for children both during their time in preschool and continuing when they commence their formal education in reception classes. Children stay safe as they play and explore. The premises are fully enclosed with secure procedures in place for safe arrival and collection of children by parents and carers. The head of the setting and her staff have a shared vision and drive toward achieving exemplary practice in all areas. Self-evaluation is ongoing using several sources including involvement in the citywide Bristol Standard for Daycare quality assurance scheme. Close professional partnership is established with parents. This promotes their understanding of

preschool policies and procedure.

## **What steps need to be taken to improve provision further?**

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

- extend the golden rules so all children show awareness of individual responsibility for the correct use of resources.

## **The effectiveness of leadership and management of the early years provision**

Effective systems for safeguarding and protecting children from abuse are in place. All staff have completed criminal record checks and are safe to be in close proximity to children. They have comprehensive understanding of child protection issues through training session carried out by a national childcare agency. A designated individual has been appointed in the preschool so staff know who to go to for advice in the event they have concerns about possible signs and symptoms displayed by children. Parents are aware of staff responsibility for safeguarding children, as a written policy is accessible to them in hard copy at the preschool and also on the website.

Staff are very proactive in continually evaluating the effectiveness of the provision. This is formally researched over a period of time using recognised methods to obtain and record the opinion of staff, parents and children so they can be analysed with action taken for improvement and enhancements of the provision. For example, children now have increased opportunities for play and learning during outdoor play. Through successful applications for funding, the spacious area has been redesigned and developed to create an exciting and stimulating space where attractive resources are extremely accessible to children to support learning in all areas. Covered areas allow children to explore, have imaginary play, read and also have physical play using a wide range of equipment. Staff are currently working towards extending the outdoor area to create a woodland section to attract more birds and small creatures, thereby increasing children's understanding of nature. Staff training is given high priority, they have opportunities to attend various training courses to improve the delivery of the Early Years Foundation Stage and also raise qualification levels as part of their continuing professional development.

Children's individual needs are met well. Staff engage parents and ensure they have relevant information about children to begin to observe and plan learning activities. The key worker system ensures each child's progress is monitored and parents have a named member of staff as their point of contact if they have concerns or issues regarding their children's development. Children are learning about difference through activities and stories such as Handa's Surprise. Posters are also displayed to show images of different cultural celebrations. The preschool

also has a selection of books with male and females in non-gender roles. Also small models represent disability, though these are not always accessible as they are rotated according to need.

Staff work extremely well with parents and make sure that they feel welcomed and at home in the preschool. All parents have a preschool prospectus which outlines and summarises the day-to-day operations. The parents notice board is organised and contains relevant information about policies and awards. In addition, staff photos and individual profiles are displayed so parents know their children are cared for by vetted and qualified professionals. A preschool website is also accessible to parents who prefer this method of communication. The preschool is managed by a parent-led committee who are actively involved and hold regular meetings. Parents are very happy with the care provided. They say their children have settled quickly and are eager to attend preschool each day.

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

The excellent organisation of the learning environment provides an enchanting wonderland of play opportunities for children. Though moderate in size, the main playroom is well set out and decorated in a sunny colour. It also has large windows which allows natural light to enter and further brighten the room. This adds to a sense of space and continuity from the indoor environment to the exciting outdoor area. Children are able to move freely between the indoor and outdoor areas and select activities they want to be involved in. They play individually or join in spontaneously-formed groups. Children's development, communication, language and literacy is supported extremely well by staff. They facilitate children's interests in books by providing a selection of books, which are displayed in a very comfortable corner of the playroom. Children choose books and ask staff to read to them. Information cards and other books are also accessible in the covered outdoor area and the enjoyment of books also takes place outdoors. Some staff have excellent story telling skills and children are captivated and highly involved as they listen to stories and make comments from pictures in large books. Story maps illustration enable children to develop confidence in speaking and retelling stories they have heard. Smaller versions of story maps are sent home to parents so they can support and share with their children.

Children are learning where they can get books. The preschool is involved in a National Initiative for 'Book Start', children are able choose their own book to take home and keep in a special book bag. Staff may also order bilingual copies of books for children who speak English as an additional language. Children's listening skills are further enhanced by listening activities where they are becoming aware of different sounds in the environment. This supports their ability to recognise different sounds of the letters of the alphabet when learning to read as part of the 'Letters and Sounds' literacy programme.

Younger children are developing the ability to share ideas and thoughts with others to develop their play. During the afternoon session many children played calmly in

groups, exploring child-initiated activities. For example, children use coloured string to create a loom on upturned chair legs. They talk about what they are doing as they concentrate and patiently link the strands. Other children choose puzzles and sort these, occasionally asking for adult help. Staff ensure children have sufficient support and also have individual attention when they need it. Children enjoy showing the adults what they can do, such as counting and adding in single numbers. Snack times are happy, social occasions when children are learning to make healthy choices about what they eat. They choose from a selection of fresh and dried fruit and talk about their likes and dislikes, smells and why they need to peel bananas. Self-help skills are encouraged by staff. Children contribute by collecting their drinks from a side table. Staff also ensure children are developing some practical skills such as learning to cut soft fruit safely under supervision. Numeracy and problem solving skills are practiced during the interaction and staff provide small challenges such as counting and adding and taking away using single numbers. There are thorough arrangements for observation and assessment. Key workers have systems in place for planning according to their key children's individual needs. Progress is recorded and plans are developed, based on assessment for the next stage in development.

Children are developing the understanding of how other people live in the community and also in the wider world. They have stories about places such as Africa and are learning about objects and animals who live on the continent. Children are learning that other people may not be as fortunate as they are and are learning to contribute and support others by asking parents to sponsor them for charity schemes such as 'Send a Cow' and the 'Big Toddler'. All children are included. Systems are in place to create a visual timetable so children can follow the routine and know what happens next. Makaton signing is also used during some activities. Behaviour is generally good. Children learn to manage their own behaviour by creating the 'Golden Rules', staff discuss these with children periodically and children may add to these if necessary. However, although the majority of children show good awareness of responsibility of caring for the resources, on occasion, some older boys do not appear to use toys correctly and this may impact on a lack of appreciation of other community resources at a later stage.

Staff ensure that children are safe and the environment is free from hazards. A risk assessment has been completed with a daily check list to ensure control measures remain in place. Staff say children know there are some areas they must not enter such as the kitchen and the storeroom. Children are aware they should be cautious about adults they do not know. A community police officer visited the preschool to give them advice on safety and what they should do if they need help. Children responded positively to instructions given during the visit and imaginary play was spontaneously developed using the scenario of a police station and people who help us.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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

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