

# Absolute Beginners

Inspection report for early years provision

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**Unique reference number** 137266  
**Inspection date** 14/06/2011  
**Inspector** Rebecca Hurst

**Setting address** St. Giles Centre, Church Road, Farnborough, Orpington,  
Kent, BR6 7DB

**Telephone number** 07714 661035

**Email**

**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

Absolute Beginners Pre-school is a privately owned service which has been registered since 1994. The group operates from St Giles Community Centre, located in Farnborough Village in Kent and serves the local community. The pre-school is open from 09:15 to 12:15 from Monday to Friday, term time only.

Absolute Beginners Pre-school may care for no more than 23 children under eight years; of these, not more than 23 may be in the early years age group; of these, not more than eight may be under three years and of these, none may be under two years at any one time. There are currently 24 children in roll in the early years age range. Children who attend the setting receive nursery funding. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There is one main play room with a separate room used for structured activities and small group sessions.

The pre-school employs six staff who work with the children, four of which are present each day, of these two have a relevant childcare qualification and two are currently working towards a qualification.

The pre-school supports children with learning difficulties and or disabilities. The pre-school receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skill helps to provide children with a good range of activities. Policies and procedures are well written and staff have a good working knowledge of these. This helps to ensure that the children's individual needs are met. The pre-school understands the importance of evaluating the provision to improve the services it provides. Permission to seek emergency medical treatment is not in place for some of the children. This is a breach of welfare requirements. Differentiation is currently not recorded.

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

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

- written parental permission must be requested, at the time of the children's admission to the provision, to seek emergency medical treatment or advice
- 30/06/2011

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

- clearly record differentiation for more and less abled children in the focus activities, to bring about best possible outcomes for all children

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

All staff have a good understanding of child protection and how to safeguard the children in their care. Risk assessments are in place and regular fire drills take place to ensure the children are being care for in a safe environment. There is a breach of welfare requirements as permission to seek emergency medical treatment is not in place for some of the children. All staff have Criminal Records Bureau checks in place, and effective suitability checks ensure they are suitable to work with the children.

Resources are deployed well to ensure the children have independent access to self select what they would like to play with. Daily access to resources and activities that promotes equality and diversity ensure the children learn about the wider world around them. Staff work well with parents and other agencies to ensure the children's developmental needs are being met. The pre-school works closely with the area Senco to ensure the developmental needs of the children are being met. Regular newsletters and feedback ensures the parents are kept informed of what is happening within the pre-school.

The pre-school evaluates its services well. The pre-school is able to clearly highlight their strengths and the areas they wish to work upon. The staff work well with the parents to gain their views on the provision. The self-evaluation process is effective as the provision is responsive to its users. Staff have ample opportunities to attend regular training sessions to up date their knowledge and understanding of childcare practices. This is passed onto the children through the exciting activities they provide.

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

Children are happy and settle attending the pre-school. Children regularly snuggle up to the staff to read stories. Staff are at hand to offer the children support and guidance through all of the activities they participate in. This enhances the children's self confidence and their self esteem. Staff support the children well in all areas of their learning and development. Staff are skilled in using open ended questions to make the children think about what they are doing.

Well written observational assessments on the children are used to aid planning of activities to enhance the children's learning and development. However, currently

differentiation is currently not recorded. As a result, there are missed opportunities to stretch the abilities of more abled children. Focus activities are well planned to ensure the children are able to progress with their learning and development. Children are making good progress with their learning.

Children's independence skills are nurtured well especially during snack time, where they prepared their own snack and pour their own drinks. Staff take time to talk to the children about healthy eating and how to keep themselves healthy. Children play in a hygienically clean environment and are protected from cross infection and contamination through effective hygiene procedures. Staff are consistent in their approach to behaviour management and given the children's ages and stages of development they are well behaved.

Children thoroughly enjoy enhancing their physical development in the new garden that has just been built. Children have planted their own flowers and vegetables to grow. This teaches the children how to care for living things and how to grow vegetables.

## 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	2

### 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	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

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	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

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