

Ash Preschool Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

Ash Pre-school (Sallywags) has been registered since 1991 and moved to its current premises in 2007. It operates from a purpose built temporary building situated in the grounds of Ash Church of England Primary School in the village of Ash, near to Martock, Somerset. Children have use of a main playroom, additional side room and toilet facilities. There is a fully enclosed outdoor play area. Children also have use of the school for visits and use their resources including; the school playing field and a garden area within the school grounds. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children aged two to under five years at any one time. The group opens five days a week, from 9.00am until 3.15pm, term time only. There is a lunch club available every day allowing for flexibility of morning or afternoon sessions with or without lunch. Currently there are 36 children on roll, of which, 27 are in receipt of funding for the provision of free early education for children aged three and four years of age. The group supports children with special educational needs and/or disabilities. There are four staff members who work with the children, three of whom have level 3 early years qualifications and one staff member holds a level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets children's individual needs really effectively and is committed to maintaining continuous improvement. The learning and development requirements are met in an exemplary way with outstanding outcomes for children in how children achieve and enjoy in their learning, develop skills for the future and make a positive contribution. Most welfare requirements are met to a very high standard, with minor weaknesses relating to health and safety. Inclusive practice is a particular strength of the setting, which is achieved through excellent partnerships.

What steps need to be taken to improve provision further?

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

- improve systems for recording accidents and medication administered in order to meet individual needs and maintain confidentiality at all times
- develop risk assessments further to cover anything a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Staff keep up-to-date with current training and regularly review their safeguarding policies to be sure they are in line with current local Safeguarding Children Board procedures. This was a recommendation at the previous inspection, which shows a commitment to promoting improvement. The setting is very safe and secure with the use of key-pad entry and a fully enclosed play area within the larger school grounds. Risk assessments are carried out on a daily basis and recorded, however it does not extend to everything a child may come into contact with, such as a plastic carrier bag and dangerous substances stored in low kitchen units. The safety gate preventing children accessing the kitchen is usually kept closed but on one occasion during inspection it was left open. The impact on the children's safety is minimal due to excellent supervision by the staff, the organisation of the room and the fact that children are so involved in quality play activities.

The staff continuously self-evaluate their practice and aim high, continuously looking at ways to improve outcomes for children. They attend training and seek advice and guidance but are not fully aware of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage in order to promote every aspect with confidence. Through the staff's good knowledge of childcare issues, through training and experience, they are providing quality care but not knowingly in line with specific legal requirements. Documentation such as accident and medication records are meeting minimum requirements but are not professional in that they are written on blank pieces of paper without prompts of information required and without children's surnames for accidents. This is not sufficient at identifying children at a later date as records should be kept for a period of time after children have left the provision. Confidentiality is not promoted when several entries for medication are on one page of a notebook. However, this system is an improvement on the previous gap in recording of accidents and medication raised at the last inspection. Staff have also increased the opportunities for children to calculate through their play and encourage children to wash their hands after using tissues, which were recommendations raised at the last inspection. This shows a further commitment to driving improvement. The staff have a very positive attitude to the inspection process and immediately make steps to improve minor weaknesses that have been identified, which shows a pro-active approach to maintaining continuous improvement.

Equality and diversity is promoted exceptionally well within the setting. Staff are highly effective in ensuring that all children are well integrated and the development of all children in relation to their starting points is excellent. Staff work hard to close identified gaps in children's achievements through working in partnership with other settings children attend. They seek advice on behaviour strategies and support parents by co-working with other agencies, such as speech and language therapists. Staff know children's backgrounds and home situations extremely well in order to meet their individual needs. They observe children regularly and identify their next steps, which are shared with parents and other settings through their lead role in sharing progress files and visits to discuss and

support the child. Excellent links with the school on site result in regular visits to the pre-school by the reception teacher and children visit the school facilities to use computers, enjoy stories or plays. Staff tackle discrimination and promote equality for all with a fully inclusive policy that values and respects everyone's differences. Staff have a highly positive relationship with all groups of parents and carers. They work hard to make new parents to the community feel involved by organising social events and welcome all parents into the setting. The communication between staff and parents is excellent with daily interaction and home books with detailed information about activities, photographs and achievements from both the setting and home, which encourages parents to share what they know about their child. There is also an informative notice board and easy access to policies.

The premises are extremely well organised and well laid out to enable children to be independent learners and make choices in their play. They have free-flow from the inside to the outside play areas, whatever the weather, with a large undercover area for adverse weather conditions. The setting is very well equipped with quality resources to promote all six areas of learning and they use school facilities to enhance their own. The room is very welcoming with displays of children's work, informative posters and displays the children can touch and explore, with items to support their current topics, such as a model of the Eiffel Tower in line with their topic of France. Staff deploy themselves really effectively both inside and outside, supporting children's play in an exceptional way. Staff promote sustainability teaching the children about recycling.

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

Children are incredibly happy, fully engaged in activities and having a lovely time at the setting. They are making significant gains in their learning and development due to the experiences they have both inside and outside. Children enjoy the structure of a daily routine but with lots of opportunities for free-play and making choices. For example, they start the day with a welcoming circle time to share news and take the register. This develops their confidence in speaking out in a group and learning about rhyming words to answer the register to, such as 'Yes, Shirley Whirly' when their name is called. They are also involved in counting to 19 as a group to count how many children are present, which introduces them to larger numbers. Children move around the room exploring different activities as they wish, greatly benefitting from the staff support. Children are encouraged to problem solve and be active learners, for example, when a child playing with large soft building blocks asks a member of staff what another child is building they are encouraged to ask the child themselves to find out. When children are playing with a crane and toy cars they are encouraged to think for themselves 'what happens if...?' Children develop a love of books as they are well presented and easily accessible for them to self-select and take to staff who spontaneously read stories, which also interests those children playing around them to join in. Children learn how to follow instructions well with activities such as painting being developed to encourage children to paint specific colours in specific places to produce a flag in

line with the current theme of France. Children are skilled at finding their names and writing letters from everyday activities which encourage this, such as self-registration of their name cards on arrival onto a board and finding their name card at snack time. Children enjoy making signs to bring their role-play alive, such as 'wet floor' written using the child's initiative on the home-corner door, which is left up for as long as children wish for it to be, which develops their self-esteem. Children are well equipped with fundamental skills for their learning.

Children show a strong sense of belonging to the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. Children seek help as required but are happy to work together, for example, in their role-play, turn-taking and sharing of resources to build large construction. This shows excellent negotiation and co-operation skills. All children are valued, which shows in their exceptionally high levels of self-esteem, their perseverance at activities and communication to achieve their goal and make themselves understood. Children learn about other cultures from planned activities exploring other countries. For example, they are currently tasting French food, singing and learning basic words in French and being creative with French themed activities. Their behaviour is exemplary and they follow instruction really well. Children excitedly line up to wash their hands for snack time when staff call them in a fun way. Children are extremely polite saying 'excuse me' before speaking to visitors. Children are very proud to be the helper of the day and take their tasks very seriously.

Children benefit from a daily 'wake and shake' physical activity at the start of each session. They enjoy being active and listen and feel their hearts beating afterwards, beginning to recognise the change in their bodies after exercise. Children benefit from fresh air and free-flow to the outside play area in all weather. Children independently wash their hands using liquid soap and paper towels to prevent the risk of cross infection before eating and are beginning to learn the importance of washing their hands after wiping their nose. Children enjoy a range of fresh and dried fruit provided by the pre-school at snack time and a packed lunch provided by parents. They enjoy being independent in pouring their own milk or water. Most medical needs are met very effectively although sometimes staff give medication without fully exploring the need for the medication and recording sufficient information to ensure the needs of the child are met at all times, even though specific legal requirements are met.

Children are secure and learn how to keep themselves safe through discussion from adults. They know what is expected from them and follow rules well. Children participate in regular evacuation drills, which helps to keep them safe in the event of a fire. Some children ask staff for permission before they go outside if they notice there are no staff already there, this shows a good awareness of safety.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
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