

# Abbey Centre Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	220151
<b>Inspection date</b>	19/05/2011
<b>Inspector</b>	Tracey Boland

<b>Setting address</b>	Overslade Close, East Hunsbury, Northampton, Northamptonshire, NN4 0RZ
<b>Telephone number</b>	01604 767568 or 07980 092175
<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

Abbey Centre Pre-School is a committee run pre-school group which was registered in 1987. It operates from a community centre in East Hunsbury, Northamptonshire. Children access a large playroom with an outdoor play area adjacent. Toilet facilities are off the main corridor. The setting serves the local area and has links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday from 9.15am until 11.45am during school term times and also 12.15pm to 2.45pm Monday to Friday. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 28 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 49 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. All hold appropriate early years qualifications and one holds Early Years Professional Status. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this welcoming and stimulating environment where all are valued and included. They are happy and excited to be involved in the broad range of activities available to them. As a result, they are making excellent progress in their development and learning. Staff are very caring and kind and demonstrate a good understanding of the individual needs of the children. Strong partnerships have been formed with parents and other agencies ensuring continuity of care for the children. Systems for the self-evaluation of practice are good and take account of parents and staffs views reflecting a commitment to continuously improve the service provided.

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

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

- conduct a risk assessment that covers anything with which a child may come into contact, with specific regard to the use of drawing pins.

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

Children are effectively safeguarded and flourish in this well run preschool group. They benefit from the firm systems that ensure staff are suitable and children are not left unattended with unvetted adults. Staff's understanding of their role and responsibilities with regard to protecting children from abuse and neglect is good and they keep their knowledge of child protection up-to-date. All required documentation and records are maintained. Staff demonstrate a good understanding of the setting's policies and procedures and also share their ethos of care with parents. Systems are in place to ensure potential risks are identified and steps taken to minimise them through the use of risk assessments for inside and outside. However, the use of drawing pins within the play area has not been included and poses a risk to children's safety. All visitors are asked to provide their identification to a member of staff before entering. The premises are well organised which enables children to easily engage in a wide range of exciting, challenging and stimulating activities and resources that motivate them to learn. The outdoor area is freely available to children throughout the session as an additional learning environment.

Children make good progress and staff's commitment to making a difference to children's learning is clearly apparent. They believe training is an essential part of their ongoing development and training plans are in place. All staff have early year's qualifications and the staff team meet regularly to discuss the ongoing development of their service and to cascade any new information they have acquired. Annual appraisals enables individuals to identify their own needs and ideas.

Strong partnerships have been formed with other professionals involved in the children's lives and very good working relationships have been formed with parents. This is paramount to ensuring continuity of care. Parents are continually kept well informed about the provision through newsletters, daily discussion, parent's boards and the introduction of specific times spent with their child's key worker discussing progress and achievements. Questionnaires provide opportunity for all parents to share their views and put forward any ideas they may have to enhance the service further. Parents expressed their delight with the care they and their children receive. They feel staff are very friendly and approachable, keeping them informed of their child's progress and encouraging their involvement in the learning through newsletters and encouraging children to bring things from home as part of 'show and tell'. Detailed information obtained from parents enables staff to plan effectively for each child. Effective links with the local early year's department and area special needs coordinators ensure children's needs are further supported.

Children are cared for in an inclusive, welcoming environment where their understanding of diversity and the wider world is promoted and supported by staff. Through planned activities, resources and cultural celebrations that take place, children are able to develop a greater understanding of similarities and differences and share their own experiences of celebrations that take place with their families.

The children's key person liaises well with parents if children have English as an additional language and ensure key words are known, alongside visual timetables to ensure that all children are actively involved. The staff have an excellent knowledge of the children's needs and any additional support is identified, sought and monitored.

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

Children are secure, settled and happily enter the setting. They make excellent progress in their learning and staff are consistently supportive and caring. Children confidently approach adults and engage in conversation. Relationships are extremely good and children clearly demonstrate their feeling of security. Interaction is excellent between staff, children and their peers. Children follow good hygiene practices and they understand the importance of washing their hands. Since the last inspection, staff have developed the daily routines and encouraged children's understanding of good personal hygiene including before eating, after wiping their noses and after messy play. Children enjoy a wide variety of nutritious snacks including a variety of fresh fruit, breadsticks and foods from different countries. Their understanding of being healthy is enhanced through the activities they are involved in, such as making smoothies. Children learn where the different fruits are from, taste and compare them and their understanding of foods that keep them healthy is compounded. They use a variety of cooking utensils when baking, weighing and measuring the ingredients, talking about the appearance of the foods before and after cooking and enjoy eating their creations afterwards. Children understand the need to drink regularly to stay hydrated. Their independence is consistently enhanced through their own participation in snack time and accessing drinks freely.

Children's safety is promoted well and staff use daily experiences so they develop a good awareness of how to stay safe, for example, using scissors carefully and playing games, such as 'tag' outdoors as there is more space to move around. Children develop confidence and awareness in an emergency as they regularly practise evacuation procedures. Children's behaviour is very good and they benefit from the clear, consistent rules and boundaries that are in place. They learn the importance of being kind to their peers, sharing and taking turns. Staff are good role models and praise the children for their achievements, however, large or small. Photographs reflect their time within the setting and are shared with parents, encouraging them to recall the things they have been involved in and share their experiences. Children enjoy the free flow system that are in place which enable them to access the outdoor play area throughout the session, accessing a wide variety of play opportunities and experiences.

Resource boxes are stored at low level and are clearly labelled with words and pictures. This provides children with excellent opportunities to independently select the resources they want as they initiate their own play and learning. Children's imagination is continually extended through the wonderful resources provided, for example, through their own builder's yard in the outdoor play area. They understand the importance of wearing high visibility jackets 'on-site' alongside their

ear protectors when using their cement mixer and road drill. Staff question the children well to extend their thinking and compound their learning and give clear explanations about the tools available to them and what they may be used for. Children are making excellent progress in their learning as staff have a very good understanding of how children learn and extend and develop their learning through play. Concise, informative observations and assessments of children's learning enable staff to plan effectively and in detail for each child's individual needs and future learning. Children's achievement records are available to parents at all times and they are kept up-to-date and involved in their child's learning.

Children are confident and self-assured. They show a good understanding of letter sound links as they carefully listen to and identify the initial sounds in words. Many children are able to recognise a wide range of the alphabet and confidently write their names, especially on their own art work. Children are confident communicators talking to adults with ease, sharing what they know and are doing and show inquisitiveness, demonstrating trust in adults to show interest and meet their needs. Children gain great independence when using the computer and various programmable toys, for example, toys and cars. They follow simple instructions to enable them to move the 'bugs' across a mat in a given direction through which their understanding of positional language is enhanced. They are happy to share their understanding with adults and older children support the younger members of the group when using the mouse and manoeuvring through various programmes.

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