

Addingtons Pre-School

Inspection report for early years provision

Unique reference number	219988
Inspection date	27/06/2011
Inspector	Tracey Boland

Setting address	The Memorial Hall, Woodford Road, Great Addington, Kettering, Northamptonshire, NN14 4BS
Telephone number	07904493169
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Addington Pre-School is a committee run group which was registered in 1978. It operates from the memorial hall in the village of Great Addington in Northampton. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Thursday during school term times. Sessions are from 8.45am until 12.15pm Monday and Thursday, and Tuesday and Wednesday 8.45am until 3.15pm with a half an hour lunch club. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 25 children attending who are within the Early Years Foundation Stage. The nursery 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 nursery employs four members of childcare staff, with bank staff to cover sickness. Of these, three hold appropriate early years qualifications and one is completing her training. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enthusiastic and enjoy a wide variety of activities which encourage them to progress in all areas of their learning. Information obtained from parents about their child gives staff a clear understanding of their individual needs, enabling them to plan effectively for them. Staff have a good understanding of safeguarding procedures and risk assessments are in place that include most potential risks within the setting. Partnerships with parents and other professionals involved in the children's lives ensure that their needs are known and consistently met. Systems for self-evaluation are developing as are the procedures to involve parents in this process, which will enable staff to continually enhance 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 which covers anything with which a child may come into contact with, with specific regard to the use of drawing pins in the entrance hall
- develop systems for obtaining the views of parents and children in relation to the self-evaluation of the setting.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently safeguarded as staff demonstrate a clear understanding of their role and responsibilities in relation to protecting children in their care from abuse and neglect. Their knowledge and understanding of potential concerns and how to respond is secure. Routines within the setting ensure that children are not left unattended with unvetted adults. Recruitment and induction processes ensure the suitability of staff and ID is sort from all visitors and a record maintained. Comprehensive written policies and procedures reflect the ethos of care, and are shared with parents.

Risk assessments identify potential risk within the setting and reflect the action taken to ensure children's safety. However, the use of drawing pins within the main entrance hall which poses a risk to children's safety has not been included. Visual checks of the setting also take place each day and staff are vigilant with regard to supervision. Consistent routines are in place which effectively promote children's good health and well-being and staff and children follow clear procedures to prevent the spread of infection. Children understand the importance of washing their hands at particular times throughout the day and are independent when using the bathroom. All staff hold first aid certificates, and records are maintained following accidents and the administration of inhalers, which parents countersign.

Staff actively encourage children's understanding of equality and diversity through resources, activities and discussions that take place. Time spent with parents ensures children's individual needs are known and effectively met. Confidentiality is maintained and all required documentation is held. Behaviour is very good and staff follow consistent strategies and work well together, praising children for their efforts and acknowledging their achievements.

Partnership with parents and carers is good. Relationships are strong and those parents spoken to during the inspection spoke highly of the care and support provided. They receive detailed information about their child's ongoing development and feel confident that their child's needs are continually met. Links with other agencies, such as the local authority, health professionals and the Area Special Needs Coordinator are established and used to support children's additional needs and enhance staff's knowledge.

Children enjoy a rolling snack bar which enables them to choose when they wish to eat and help themselves to foods such as vegetable crudites, dips and pitta bread as well as fresh fruit. Fresh drinking water is freely available. Children's dietary needs are known by staff and respected. Parents provide packed lunches for their children and meal times are a happy, social event.

Staff demonstrate a commitment to keeping their knowledge and skill base up to date through ongoing training and personal development. Managers within the

setting have completed their self-evaluation; however, the views of staff, children and parents are not yet used in the self-evaluation process.

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

Children are happy, settled and actively engage in a wide variety of interesting activities. Strong relationships have been formed between staff, children and their peers and interaction is excellent. Staff spend time talking to parents about their child's development and use the information obtained to plan activities to encourage their all round development and progress. Staff complete detailed observations of their key children and use the information gained to plan for their future learning needs. Each child has a learning journey which holds their observations and a wide variety of photographs that reflect the activities they are involved in. Parents and children are able to look at these at any time and their views and comments are actively sought and included.

Children are enthusiastic and engage well in the activities provided. They learn about safety and protecting themselves through books, such as Red Riding Hood, and road safety is reinforced when out. Children understand the importance of being healthy and enjoy the luxury of the free flow system into the outdoor play area which is in operation throughout the session. They learn the importance of eating healthily and enjoy growing and planting vegetables which they are able to use when making their own soup. Their independence is continually encouraged within the safe environment, for example, children learn how to use knives safely when chopping foods while making their own snack or enjoying foods from different countries, such as stir fry. They understand the importance of washing their hands at appropriate times throughout the day and confidently access the bathroom. They enjoy running, using wheeled toys and equipment and using their small muscles when using the scissors or utensils when playing with the dough.

Children learn about the living world and the life cycle of insects and animals. When looking for a variety of insects that have been hidden in sawdust children identify what they find and are able to talk through the different stages of the life of a frog. They complete lists which reflect how many of each insect or animal they have found and calculate how many when they have finished. Children's understanding of maths is continually encouraged. One child states she has found a spider because it has eight legs. Another child states it is an ant, so they count the legs to clarify exactly what it is and it is an ant as it has six legs.

Staff have a consistent approach to managing behaviour and are good role models for the children. Clear boundaries are in place within the setting and children respond very well to requests made of them. Behaviour throughout the inspection was excellent. Staff praise and encourage children at all times.

Children are developing good skills for the future and enjoy using the computer and electronic toys and resources such as cameras, a speak easy where they are able to record their own voices and CD players. Children's understanding of diversity and the wider world is encouraged through the activities and celebrations

that take place throughout the year. They learn about different countries and customs and are actively involved in cooking activities that relate to them, where they have the opportunity to weigh, measure and mix the ingredients, whilst observing the changes to the mixture through the cooking process. They learn key words in other languages, such as Spanish, and develop their understanding of sign language as a form of communication.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----