

Ashill Pre-School

Inspection report for early years provision

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Inspector	Sara Bailey
Setting address	School House, Ashill, Ilminster, Somerset, TA19 9ND
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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*.

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Description of the setting

Ashill Pre-School was established in the 1970's and registered in 1992. They operate from a small room on the Ashill Primary School site, Ashill, Somerset. They have access to fully enclosed playgrounds to the front and rear of the room plus another outside play area and pond within the school grounds. They are registered on the Early Years Register for eight children in the early years age group, they take children from two years. There are currently eight children on roll, attending for a variety of sessions. The group opens Mondays and Wednesdays 9.00am to 12.45pm and Thursday and Fridays from 9.00am to 12.00 noon, term- time only. They are currently closed on a Tuesday. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities.

The pre-school is committee run. The supervisor has a Foundation Degree in Early Years and is currently undertaking her Bachelor of Arts Honours Degree in Early Years, her deputy has a level 3 in Early Years and is currently undertaking her Foundation Degree in Early Childhood Studies. She is the acting supervisor one day per week whilst the supervisor is training. Another member of staff is unqualified.

The overall effectiveness of the early years provision

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Overall the quality of the provision is good, although several areas are outstanding. The setting is particularly strong at promoting equality and diversity and therefore the extent to which children make a positive contribution is excellent. Resources and the extent to which children adopt healthy lifestyles are also particularly strong. Staff are committed to maintaining continuous improvement and effectively self-evaluate their practices, identifying the same area for improvement as the inspection. This relates to the sharing of children's learning and development with parents. There is also one minor weakness in their organisation of fire drills, which staff are very committed to addressing, in order to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve information shared with parents about their individual children's progress towards the early learning goals within the Early Years Foundation Stage learning and development requirements
- carry out regular fire evacuation drills and record the details in a fire log book

of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have effective procedures in place for safeguarding children. The supervisor has recently completed in-depth training and other staff are also very aware of the policy and Local Safeguarding Children Board procedures to follow in the event of being concerned about a child. There are robust systems in place for recording children's existing injuries. Comprehensive risk assessments of the premises, outside area and outings are carried out, which keep children safe. Although the pre-school are included within the schools regular fire drills, these are not always held on days the pre-school operate and long gaps can appear between practices, resulting in some staff and children not participating in one regularly to be fully prepared in the event of a fire.

Staff are enthusiastic and committed to improving outcomes for children. They work hard as a team to raise standards and drive improvement. They are very positive about the inspection process and are proactive at seeking advice and support for themselves and for the children who attend. They have addressed all of the recommendations raised at the last inspection well. For example, written policies and procedures are all in place, an induction pack has been implemented for staff and students, fire drills are recorded when they do happen and all six areas of learning are well planned.

Staff ensure there is a wide range of toys and activities out as children arrive to stimulate them and help them settle, as they take into account their interests. Staff encourage children to make choices in their play and self-select additional toys as they wish. They have low, open storage to aid this with picture labels and also a range of pictures in a book for them to show the staff what they would like to play with. They have a system to record activities children request at the end of one session ready for the next, which meets children's individual needs really well. Staff ensure there is a balance of inside and outside play, at times encouraging free-flow when it is possible with the shared school playground. Equipment such as wheeled toys include those which support children with special educational needs or disabilities so that all resources are inclusive. Staff are really enthusiastic about the rural location making the most of the pond, garden and wooden climbing apparatus and assault course. Staff manage the very small inside space extremely well and deploy themselves exceptionally well to meet children's individual needs in an exemplary way. As they are registered for such low numbers, ratios are high and significantly support children's learning.

Staff are highly committed to promoting equality and diversity in all they do. Boys and girls not only have equal access to all resources and activities but they are actively encouraged to explore resources they show an interest in, which are sometimes viewed as stereo-typical for one gender. Children with special educational needs and/or disabilities are exceptionally well supported by staff and through their seeking of additional support from outside agencies. They use laminated cards to help children communicate their needs, basic sign language and

lots of positive body language. They are in the process of introducing a time-line to help children understand the daily routine and to increase their sense of security especially when new or anxious. They have an exceptional knowledge of each child's backgrounds and are very skilled at meeting their individual needs in an effortless way.

Staff have excellent partnerships with parents on a day to day basis about the setting and their children's general development but are not sharing with them about their individual children's progress towards the early learning goals. This is an area the staff have identified for themselves prior to the inspection that they need to develop, which shows a good understanding of their strengths and weaknesses and that the self-evaluation system is effective. Staff share other information effectively through individual daily diaries, regular newsletters, notice boards and regular committee meetings, which most parents are involved in. Staff also work hard at developing links between other settings children attend to ensure consistency in the care of shared children.

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

Children are making good progress in all six areas of learning as they benefit from a wide range of exciting activities, which meet their individual needs and interests. Children who spontaneously show an interest in toy cars have their play extended by the introduction first of a car mat with roads marked out and then a large cardboard tube to put their cars through. Children learn about problem solving by experimenting how fast their cars go with the tube at different angles, learn about shape, colour and size through discussion about the cars. Children's communication, literacy and skills relating to information and communication technology is developing well due to the lovely staff interaction, the promotion of books, stories and access to the computer to enhance particular interests.

Children are secure and develop a sense of belonging to the setting very quickly. Children show an understanding of safety as they wait by the door for an adult to open it before walking sensibly around the edge of the playground to the toilets situated within the school. They know the boundaries within the playground when playing outside and learn how to be skilful on the exciting, challenging climbing apparatus by taking safe risks with high levels of supervision. Not all children have participated in fire evacuation drills and others only very occasionally, which does not prepare children how to evacuate the premises safely in the event of a fire.

Children show an exceptional understanding of the importance of following good person hygiene routines. Established children wash their hands very thoroughly after using the toilet and before eating by independently filling the sink with a mixture of hot and cold water, using liquid soap and a hand drier. Younger, new children are given time and support to develop their independence in these skills. Children help to clean the table prior to snack and benefit from fruit and a carton of milk each morning. Children also learn about healthy eating from growing their

own tomatoes and strawberries, going blackberry picking and making crumbles or smoothies to taste. Children independently access fresh water as they play, from clearly labelled, immaculate water bottles, which are cleaned in a solution every afternoon to prevent the risk of cross infection. They have laminated photos and names of the children to aid easy recognition. Children enjoy daily outside play or local walks to develop their physical skills and benefit from fresh air. Children of all abilities including those with disabilities have excelled in their physical development with the regular use of an innovative play area.

Children are confident and develop excellent relationships at every level with adults and their peers. They learn about respect and valuing each other from the staff's positive role modelling. Established, older children are very welcoming to new children and help them to feel secure and settled. They are also learning about diversity and that everyone is different from everyday experiences, which develops their caring skills of others. Children display extremely high levels of self-esteem from the nurturing environment with lots of praise and encouragement helping them to flourish. Their behaviour is exemplary and children are beginning to show an excellent awareness of responsibility within the setting. They proudly take turns to take the pre-school bear home with them and return with photographs of his time with them. They use the pre-school photo album to help them remember their enjoyed experiences at the setting or in the wider community such as their visit to the farm to see lambs being born. It also aids how they communicate toys they wish to play with, talk about their friends and give them a further sense of belonging.

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	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

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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