

Aston on Trent Pre-School

Inspection report for early years provision

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Inspector Janice Hughes

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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

Aston-on-Trent Pre-school opened in 1967. It operates from the Memorial Hall in the village of Aston-on-Trent, Derbyshire. There is a secure enclosed outdoor play area. The pre-school is open five days a week during school term only. Sessions are Monday to Friday 9.15am to 12.15pm.

The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register, to care for 26 children. There are currently 42 children aged from two years three months to four years four months on roll. Children come from the local community. The pre-school currently supports children with special educational and/or disabilities.

The pre-school employs 11 part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications and one has an appropriate degree. The setting receives support from the local authority and are members of the Pre-school Learning Alliance. The pre-school is managed by a parental committee of trustees, who delegate day-to-day responsibility to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and form good relationships with each other and staff. Their learning and development is well supported as the majority of the planning and assessment systems are effectively established. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children's welfare is effectively promoted and most systems to ensure children's safety are in place. Effective working relationships with parents and other professionals ensure children are given the help they need. The pre-school has a strong capacity to improve as staff reflect on their practice and they have identified some good areas for improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of outdoor play to allow children the opportunity to explore and learn in a secure and safe, yet challenging outdoor space
- ensure that the planning systems fully use the children's observations and assessments to show their learning priorities.

The effectiveness of leadership and management of the early years provision

The management and staff work effectively together to provide a warm and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Appropriate vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure.

Comprehensive and detailed risk assessments are carried out for all areas used by children, the activities and any outings they undertake. These measures ensure children are kept safe.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. For example, the pre-school have recently had a canopy constructed, meaning the children can go outside safely in hot weather. They have introduced a suggestion box so parents can make suggestions anonymously, which are fed into the self-evaluation process to inform future practice. Management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross infection.

Staff are effectively deployed to support children during activities and to ensure that supervision is consistently maintained. Staff demonstrate a clear knowledge of when it is appropriate to step in and support children in their play to promote learning. For example whilst children play in the water staff intervene to teach about floating and sinking objects. Children's good health and well-being is effectively promoted. Detailed procedures regarding the administration of medication protect children's welfare when they are ill. Comprehensive written policies, covering all aspects of the provision are effective in practice, ensuring the safe and efficient management of the setting. However, whilst outside children are not always able to freely ride sit-and-ride toys and bicycles as the high number of toys causes them to bump into items, which compromises children's safety. Accident and incident procedures are generally well managed, ensuring children's safe care most of the time.

Parents are provided with high quality information about the early years provision through written information and an induction day at the pre-school. Thorough systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their interests and abilities to determine their starting points. Parents have free access to their child's learning and development files, which provide information about their child's on going progression. They also have opportunities to discuss their children's learning in more depth with key persons. Parents have daily access to the policies and procedures and are encouraged to

take an active role within the setting, accepting invitations into the pre-school to become 'parent helpers'. Links with local schools and nurseries are established to aid a smooth transition as children move on in their education. The pre-school has established a good system for sharing information with other settings that children attend. For example they have a detailed sheet of information that is passed between the settings so that consistency of care is promoted for each child.

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

Children have purposeful opportunities to learn and benefit from being cared for in a welcoming inclusive environment. They are offered a stimulating environment where the emphasis is on them having fun and learning through their play. Children make good progress towards the early learning goals and staff have effective systems in place to record children's achievements and interests. They use planned and incidental opportunities to encourage children to think for themselves and contribute to their own knowledge. For example children play a dice game which helps them develop early mathematical skills. However, staff do not fully use the observations to inform their planning, meaning that children may not reach their full learning intentions. There is a positive attitude to provide a balance between adult- and child-initiated activities. Teaching is purposeful and provides good challenge, for example, children enjoy producing self-portraits as they look into the mirror and recapture their own likeness. Planned activities give children experiences across all six areas of learning, and staff are always ready to develop the activity through purposeful interaction.

Resources are placed at a level where children can help themselves and make decisions about their play. Children regularly make choices regarding their play and staff ensure that the environment is stimulating and attractive to all so that they can learn independently. Furniture and resources are mostly well organised to help create an accessible and safe environment. Opportunities for children to learn about a healthy lifestyle are a high priority. Through discussions, topics and social interaction with staff during snack times, children have a secure understanding of the importance of being healthy. Children are provided with a healthy snack and constant water throughout the day. Children's healthy lifestyles are fostered effectively through daily access to the outdoor play area; where they use the climb and balance equipment, throw and catch the balls and run around in the fresh air. Children use the outdoor environment to enhance their learning, for example children learn about how diggers dig while playing in the sand and mark make independently on the chalk boards.

Children are independent and know to wash their hands before eating and after visiting the toilet. The pre-school has good procedures in place to prevent cross infection and therefore protect children well. Children learn about safety through routines, discussions and purposeful activities, such as learning about strangers and road safety.

Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate

experience. They enjoy stories and resources that depict different cultures and celebrate festivals from different countries. For example they learn about the Chinese New Year; they produce a dragon dance, lucky purses, taste noodles and try out chop sticks. The pre-school has links with a pre-school in Gambia and exchange photographs and letters; these are in a homemade book in the book box for children to independently access. Children receive lots of praise and encouragement and play well together. They play imaginatively while building their 'secret park' with tunnels and 'magic places'. They take turns and share conversations with each other and negotiate where to put the next building block. Staff employ appropriate methods to manage children's behaviour. They also give clear and useful explanations of what is happening next so that children know the expectations and follow the pre-school's golden rules very well.

Good emphasis is placed on developing children's communication, language and literacy skills. For example they discuss and recognise their names at snack time and independently use them in the mark making area with confidence. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting, through a range of interesting games, songs and everyday activities. Information communication and technology is also fostered well which extends children's skills for the future. They use a range of computer programmes that support their mathematical thinking and problem-solving skills. Children enjoy exploring various battery-operated toys by pushing buttons and listening to the noises they generate.

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

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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	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