

Abbeytown Pre-School Playgroup

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Abbeytown Pre-school Playgroup is run by a management committee. It was established in 1968 and moved to its current site in January 2001. The setting operates from a portacabin within its own grounds adjacent to Holm Cultram Abbey Church of England Primary School in the village of Abbeytown near Wigton. A maximum of 15 children may attend the setting at any one time. There are 13 children registered on the Early Years Register who attend the pre-school. The provision is divided into two groups operated by different staff teams.

The playgroup sessions operate from 13.00 to 15.30 on Monday and Wednesday and 09.00 to 11.30 on Friday. The pre-school sessions operate from 8.45 to 12.30 Monday to Thursday during term time only. Children have access to an all-weather outdoor play area and adjoining nature area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A rich and varied environment supports children's learning and development, as a result, children make good progress. Effective observation and assessment procedures are in place and all planning starts with observing children in order to understand and consider their current interests, development and learning. Parents review their children's progress regularly, however, further development is needed to encourage them to contribute towards their learning and development records. Children are safe and secure and enjoy learning about their local area and the world around them. Self evaluation involves all staff and the leader is confident about what the pre-school needs to do to improve further, however, the views of parents are not fully considered which limits their involvement in key decisions made about the pre-school.

What steps need to be taken to improve provision further?

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

- involve parents as part of the ongoing observation and assessment process.
- continue to develop self evaluation systems which encourage continuous quality improvement and make sure that parents' views are understood and considered.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have clear policies and procedures embedded within their practice. There is a designated person and all staff have received training and are aware of their responsibilities to keep children safe. Effective procedures are in place for identifying any child at risk of harm and

liaising with the appropriate child agencies. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, as a result, children display a very good awareness of safety for example they know it is unsafe to spill water on the floor. Fire safety procedures are in place and children are safeguarded well as effective policies are in place and the room and outdoor area are secure at all times.

Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is highly stimulating and good quality resources are accessible to the children. The leader is taking appropriate steps to ensure resources and the environment are sustainable for example new equipment will be purchased from a company who specialises in making resources from sustainable materials. Parents provide boxes and other containers which children incorporate into their play.

The leader consistently communicates high expectations to staff about securing improvement and as a result, they are enthusiastic and focused on helping all children to make good progress in their learning and development. Staff moral is high and training needs are identified through regular staff and committee meetings. Self evaluation involves all staff and provides an accurate diagnosis of the strengths and weaknesses of the pre-school, however, parents do not have opportunities to contribute towards this process, therefore, their views are not understood or considered.

Partnerships are well established and make a strong contribution to children's achievements and well-being. Links with other providers are effective when children transfer from one setting to another, as a result, continuity is maintained and children's social, emotional and educational needs are addressed appropriately. The pre-school liaises with external agencies or services to ensure children get the support they need. Parents and carers are kept well informed about their children's achievements, well-being and development and there are clear and accessible channels for them to communicate with the pre-school. Parents are very happy with the provision and talk about how their children enjoy attending and how settled they are.

Equality and diversity is well established as staff know and understand each child and where their needs lie. They identify when children need additional support as early as possible and where appropriate work with inter-agency teams to ensure that each child gets the support they need. Staff help children to understand about different cultures by displaying books, photographs and reading stories. Stereotypical views are challenged by staff through discussion with children when situations arise.

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

Children are happy, confident and enthusiastic to learn in an interesting, well equipped and welcoming environment. They have fun as they eagerly choose activities based around halloween and learn to make their own decisions. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. As a result, children are making good progress in relation to their starting points and every child is suitably challenged by the learning experiences provided. Children have individual folders containing a progress record booklet and a record of observations which track progress towards the early learning goals. Staff also complete individual home to school diaries which include photographs and observations to share with parents, however, most parents do not contribute towards their child's learning and development on a regular basis. This means that the views of parents are not reflected in children's records. Children have access to a good range of resources in both the indoor and outdoor environments which allows them to make choices and become independent learners. They develop communication skills as they discuss how they will take their cows to auction in the small world farm yard and talk about which sea creatures will float or sink in the outside water tray. Staff place a high priority on early reading skills and share stories both from memory and using story books for example children actively listen to an oral retelling of 'The Gingerbread Man' and join in with repetitive words and phrases. Problem-solving skills are developed as children fill tractors with sand and attempt to move them across the floor and they enjoy counting the number of eyes on their halloween spiders. Children use computers confidently and are developing skills using the mouse and adjusting the volume on the speakers. As a result, they are effectively developing the skills they need in order to secure future learning.

Children display a strong sense of belonging and security within the pre-school. Effective settling in procedures are in place and all children appear happy and settled. Photographs of the children around the room help children to feel valued. Staff provide very good role models and handle minor incidents in a calm and sensitive way, as a result, children behave well and respond appropriately.

Children's understanding of safety issues is demonstrated through their play for example they know how to push chairs under tables when they are not in use. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts.

Children have good opportunities to learn about healthy eating because they are encouraged to eat healthy snacks. They make good use of snack cards to choose between different fruits and enjoy occasional treats for example children enjoy a small Halloween cake alongside their normal fruit selection. They have free access to fresh drinking water throughout the session and are encouraged to wash their hands before eating and after using the toilet. As a result, children are gaining independence in their personal care.

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
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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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