

# Aspley Guise Pre-School

Inspection report for early years provision

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**Unique reference number** EY100478  
**Inspection date** 17/11/2011  
**Inspector** Suman Willis

**Setting address** Aspley Guise Pre School, Spinney Lane, Aspley Guise,  
Bedfordshire, MK17 8JT

**Telephone number** 01908 584 219

**Email**

**Type of setting** Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Aspley Guise Pre-School has been established for over 25 years. It operates from a dedicated pre-fab unit adjacent to Aspley Guise Lower School. Children have access to a secure outdoor play area. The pre-school is open Monday to Friday, term time only from 8.45am to 3.15pm. Children may attend anytime between these hours.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 55 children on roll aged between two-and five-years old. The playgroup makes provision for children with special educational needs and or disabilities and for those who speak English as an additional language.

There are seven members of staff including the manager and an administrator; five are qualified in early years at levels 2 and 3 and the manager at level 4. The setting welcomes students and volunteers. The pre-school receives support from the local authority. The pre-school support children who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are mostly making good progress in their learning and development. The pre-school works closely with parents and others involved in the children's care. This has a positive impact on their welfare and learning. Staff are very sensitive to children's individual needs and procedures to monitor and evaluate their learning are very effective in ensuring that they reach their full potential. The group are fully aware of their own strengths and weaknesses and use self-evaluation effectively to ensure that children's welfare and learning are fully promoted.

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

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

- support and extend children's thinking and help them make connections in learning through asking open questions
- further develop planning of the environment to promote children's knowledge and understanding of different cultures and beliefs.

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

Children are safeguarded very well because staff have a good knowledge and understanding of child protection. Staff are familiar with the local safeguarding policies and have effective procedures in place to manage any concerns they may have about the children in their care. All staff and committee members are suitably vetted and are safe to be around children. Visitors are asked to sign in and are closely monitored by staff. Thorough risk assessments and daily safety checks of the entire premises mean that children's safety is consistently well-managed. The organisation of all resources is effective in ensuring that children can explore and learn.

All activities are very well-organised to ensure that all children are able to participate at their own level. Good planning of the outdoor and indoor areas ensures that children make good progress towards the early learning goals. Well-maintained and fun activities are planned to provide challenge and promote their welfare and learning. All staff work very well together and are fully supported by the manager and the deputy manager. Regular appraisals are effective in developing and identifying any training needs. All staff are given designated roles which works very well as they feel valued and respected. Self-evaluation takes into account the views of all staff, parents and children in identifying any areas for improvement. This ensures that staff are pro-active in making improvements for the benefit of all children. Previous recommendations have been promptly addressed. For example, documents to safeguard children, in line with the local authority, are readily available for all staff to ensure that children are fully protected.

Communication is strong between the provider and the parents. Parents provide valuable information about their children's welfare and learning both informally and formally. They are warmly welcomed into the group and their comments valued. Regular meetings between the parents and their children's key worker ensure that parents are fully aware of the progress their children are making. The entrance area is very well used to keep parents informed of the Early Years Foundation Stage and how children learn. All policies and procedures are stored so that parents can access them with ease. This means that parents are fully involved in their children's learning and welfare. Effective relationships with other provisions and other professionals involved with the children are well-established and contribute well to supporting children's welfare and learning. Staff's commitment to promoting equal opportunities for all children means that those with additional needs are supported sensitively, enabling them to participate fully in the setting.

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

Most staff have a good understanding of the Early Years Foundation Stage and generally use this well to support children in their learning. However, extending

children's learning through open-ended questioning by staff is inconsistent, which means that children's learning may not always be fully extended. Assessment of children's progress is continuously monitored and reviewed to plan for their next steps. As a result, they make good progress towards the early learning goals. Children participate in a wide range of interesting activities which sustain their interest. They are provided with ample opportunities to develop their writing skills as they use a broad range of tools such as, pencils, crayons and chalk. For example, they enjoy using chalk to write on the floor during outdoor play. Laminated cards of letters and numbers are very well-displayed to help them learn that letter and number shapes have meaning. Children are developing their interest in books as they enjoy reading to themselves and being read to. They sing and play instruments with enthusiasm, demonstrating their creative and language skills.

During group time children eagerly examine a turnip and count out how many there are and how many more are needed. They routinely use the computer to play number games, this helps to promote their number and problem solving skills. Children have access to a good range of small world toys which promotes their understanding of the adult world. They are excited as they weigh desiccated coconuts and sugar and ask questions about what they are making.

Children move freely between indoor and outdoor activities according to their preference and careful deployment of staff means they always play safely. A partially-covered outdoor area ensures that children are protected in all weathers. They develop a good understanding of safety because staff involve them in risk assessments. For example, children carry out risk assessments together with staff and find solutions to problems such as overgrown brambles and record their findings. Children manage their own hygiene levels well as they independently access the toilets. Good low-level poster displays remind them of the importance of washing hands to stay healthy. Clear nappy-changing procedures such as staff wearing disposable gloves and aprons ensure that cross-infection is minimised. Children eat healthy snacks of fruit and bread and butter. Their health is further promoted as they regularly have fresh air and exercise. They develop their physical skills while skilfully manoeuvring trikes and cars up and down the ramp and around the outdoor equipment. Children develop good manipulative skills as they use cooking utensils, scissors and playdough cutters.

Although children's knowledge and understanding of other cultures and beliefs is generally well-promoted, they have limited opportunities to share stories and engage in role-play that reflect the diversity of the world in which they live. Children are excited as they learn new skills. For example, being shown how to make a picture by using a salad spinner. They proudly share their creations with staff and others in the group. Children behave very well and are polite, friendly and helpful towards staff and their peers. They feel valued and respected because staff consistently offer praise and encouragement. Therefore, children continue to develop good skills for the future.

## 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

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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	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