

Abington Pre-School

Inspection report for early years provision

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Inspector	Jane Tagg
Setting address	The Annexe, Great Abington Primary School, 68 High Street, Great Abington, Cambridgeshire, CB21 6AE
Telephone number	07974 051871
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).

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

Abingdon Pre-school was registered in 1978. It operates from a mobile building in the grounds of the primary school in Great Abingdon, Cambridgeshire. The pre-school serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 8.50am until 2.50pm. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 25 children attending, all of whom are within the early years age group. The pre-school also offers care to six children aged two years old. The pre-school provides funded early education for three- and four-year-olds and two-year-olds. It supports children with special educational needs and disabilities and children who speak English as an additional language.

There are five members of staff who work with the children. Of these, four hold appropriate early years qualifications. The nursery receives support from the local authority. The pre-school is managed by a voluntary management committee and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this community pre-school because staff form good relationships with them and their parents. Staff plan effective activities so that children make good progress towards the early learning goals and keep detailed accounts of progress in their development records. Parents are well informed about what their children are doing and staff obtain useful information about their preferences, starting points and routines. This ensures that children's individual needs are largely being met. The staff team evaluate their practice in writing to identify their strengths and weaknesses. This gives them good capacity to consistently improve to benefit all children in their care.

What steps need to be taken to improve provision further?

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

- develop further all children's knowledge of other languages to help them learn to value different aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting because the staff team have a good understanding of local safeguarding policies and procedures. Staff have completed training and have appropriate procedures available should they have any concerns about a child. The pre-school keeps effective attendance, medication and accident records and parental approval for outings. Children are kept safe while in the pre-school because staff supervise them well and are vigilant when out and about. For example, they maintain correct ratios. Pre-school staff and committee complete written risk assessments to ensure children's safety around the setting and for each outing. They also carry out induction procedures for using the large equipment safely.

The experienced staff team have a wealth of knowledge about the Early Years Foundation Stage and use this to support children in their learning. The environment is organised to enable children to select their own activities from a varied range available inside and outdoors. This helps them develop the skills and attributes to become independent learners. There is a good range of quality resources for children to choose from. For example, computers, toy cash registers, construction toys, a marble run, and multicultural puzzles and books. This enables children to make good progress in their development.

The committee run pre-school is committed to continual improvement and previous recommendations have been met. They use written self-evaluation to identify strengths and weaknesses and seek ways to enhance the quality of the setting. For example, the leader has recently attended training to enable her to develop the provision for children who have English as an additional language. As a result, the pre-school have recognised that they support children well to understand their own, and others, cultures and beliefs. They do so by celebrating some festivals and children's birthdays. However, they have also identified that children have less opportunities to find out about other languages. This is an area they are to develop utilising their bilingual staff. This will further enhance children's understanding of difference and diversity.

The pre-school forms positive relationships with parents and carers and this is a strength of the setting. They have recently introduced a parent and toddler group to ensure smooth transitions for children when they start. They obtain information about each child, such as, children's preferences and interests. This means that individual children's needs are met effectively. Parents are suitably informed about their children's progress. This is achieved through the use of the key person system, detailed development records with photographs and examples of their work and 'wow' moments. Staff form good partnerships with others, such as, the local school, the area Special Educational Needs Coordinator and physiotherapist to support their practice. This means the staff team can adapt activities to enable all children to participate and to ensure they feel fully included in the setting.

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

Children enjoy their time at this setting as good relationships with caring and responsive staff mean they feel confident and secure. Staff are committed to meeting children's individual needs and provide purposeful activities and outings. Children move around the setting freely as they know where they can go. They choose for themselves from good quality resources and the wide range of toys available. This encourages them to become independent learners and to increase their sense of self-worth. Staff ensure children's safety by supervising their play on the climbing frame and holding up coloured stop and go signs as they use ride on toys. They carry out fire drills ensuring all children take part and therefore learn what they would need to do in the event of a fire.

Children's good health is promoted by the staff. They play outside daily in the fresh air where they can access the same activities as indoors, for example, mark making. They exercise using crates as stepping stones, taking part in yoga, dance and gymnastics and playing with bats and balls to develop physical skills. Staff talk to children about the effects of exercise on their bodies. As a result, they are able to say if they are hot and need a drink or that they are growing strong muscles. Children are learning about healthy food choices as they are offered banana, grapes and cheese at snack time. Staff support children to understand about being healthy by teaching them effective care routines, such as, hand washing before snack and after messy play.

Children make good progress towards the early learning goals because staff plan activities around their interests and needs. They efficiently observe children's play. This identifies learning priorities effectively and achievements are recorded in the development records and detailed summative records. As a result, children make good progress in their learning and activities planned accurately meet their needs. Children are developing good language skills, as the staff team engage them in conversations all the time. They join in with action songs to increase understanding of 'up' and 'down', such as, 'ring a ring a roses'. Children use mathematical ideas to solve practical problems. They enjoy playing with sand and water, finding out how many children have blue or brown eyes and count on the number frame outside. They find out about the wider world by digging in the earth outside to plant cucumbers, lettuce, apples and tomatoes and watch them grow. They play with programmable robots, computers and fit together construction toys to learn about cause and effect. Children have fun exploring their senses as they play with small world aeroplanes, manipulate glittery playdough and mix paints as they blow through a straw. This provides opportunities for children to learn good skills for the future.

Children feel they belong in the pre-school because their photos and those of their families are displayed on the family tree. This ensures they feel settled and confident to explore their surroundings. Children behave well as staff have clear and consistent boundaries to which they readily respond. Children are developing respect for themselves and others as staff discuss differences in families and people using books and puzzles. They take pride in their paintings,

collage and models which are displayed in the setting providing them with a sense of achievement.

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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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