

Abbey Kindergarten Pre-School

Inspection report for early years provision

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Inspector

Debbie Kerry

Setting address

Ketts Park Community Centre, Harts Farm Road,
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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

Abbey Kindergarten Pre-School opened in 1970 and was re-registered following a move to new premises in 2000. It is run by the Trustees of Abbey Kindergarten Pre-School and operates from the Ketts Park Community and Recreation Centre in Wymondham, Norfolk. All children have access to a secure enclosed outdoor play area. The premises are fully accessible.

A maximum of 26 children aged from two to five years old may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 12pm during school term times. There are currently 16 attending who are within the Early Years Foundation Stage. Children are able to attend for a variety of sessions. Children mainly come from the local community and surrounding areas. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The Pre-school employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school receives support from the local authority and has achieved a Norfolk Quality Assurance Scheme and an Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development is fully supported by staff, ensuring that the majority of their individual learning needs can be met. The pre-school has clear aims and objectives for children's learning and the action plan is regularly reviewed and updated to ensure that continuous improvement is maintained. The staff are fully supported in their training and professional development, so that they can continue to provide positive outcomes for all children who attend. The partnerships between staff and parents are good; partnerships are being developed with other practitioners to ensure children are supported in their learning and development.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop an appreciation of diversity and the beliefs of others through extending resources and play opportunities and allow them to self-select toys and activities that motivate and interest them
- develop further the partnerships and exchange of information with other

early years providers to ensure children's learning and development is fully supported.

The effectiveness of leadership and management of the early years provision

There are clear written procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments are completed on all areas and activities to ensure that children remain safe and are protected from any potential dangers. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is effectively promoted. Parents accompany children on all outings to ensure ratios remain high and staff complete a risk assessment to protect children from any hazards.

There is a range of policies and procedures in place to support the clear aims of the pre-school and are shared with parents. Parents are kept fully informed about activities and about their child's early education at the pre-school through the pre-school's website, a parents' notice board and regular newsletters,. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Each term there is a parent's information week where they are invited in to discuss their children progress and can add comments on their child's learning and development at home to their learning story records. Parents' feedback and views are sought through questionnaires that are sent out after the discussions with their child's key person, ensuring that they are involved and that their views are acknowledged. Teachers from the primary school come to visit the children and they are taken over to visit the school to ensure that children are fully supported for a smooth transition when they transfer. Staff are establishing relationships with other settings delivering the Early Years Foundation Stage that the children attend. However, there is a lack of exchange of information on children's learning and development to ensure children's needs are fully supported for the continuity of their care.

Staff evaluate their practice and ensure that all staff and parents' views are sought to ensure that any improvements have a positive effect on children's learning and development. Staff are fully supported in their ongoing training by the committee to extend their knowledge and ensure outcomes for children's learning and development remain positive. Regular staff and committee meetings help with ideas and discussions for development and reflect their commitment to ensuring continuous improvement is maintained. Since the last inspection a secure, enclosed garden has been developed to include raised beds for the children to dig and plant bulbs, seeds and vegetables. This helps develop children's knowledge on their environment, allows them to care for and taste a variety of different foods to promote their health.

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

Children's health is promoted as they each bring a variety of fresh fruit for snack that meets their individual dietary needs. Staff sit with children to make it a social occasion asking them questions which helps to promote their thinking. Children's independence and self-care skills are promoted as they are encouraged to pour their own drinks and to clear away their cups and plates. Children have developed a good understanding of why they need to wash their hands before eating or after using the toilet. Children have regular access to the outside play area where they can access a wide range of large equipment to promote their physical development well. Additional resources and equipment are provided in a designated physical play area inside to help support children's development. All accidents and medication records are kept up-to-date and include parent's signatures to ensure they are kept fully informed on any concerns regarding their child's health.

Staff are fully involved with the children. This ensures that the children can get the best from the activities provided and make good progress. Children help at tidy up time; this encourages them to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Children communicate well with each other and, through effective questioning by staff, they are developing their thinking skills. Staff read stories to children and they enjoy looking at books. They handle them carefully and know that words are meaningful. Staff sound out and link letter sounds to children's names to develop their letter recognition and early reading skills. Some children are able to confidently recognise and count numbers up to 20 and demonstrate high levels of understanding around numbers. Children are provided with a range of resources to write for a purpose and some children are able to write their own names with confidence. Children are provided with some resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year. Children have access to a suitable range of toys based upon their interests and abilities, which are rotated regularly to promote their interest. However, children are not always able to freely select further toys that interest and motivate them to enable them to independently initiate their own spontaneous play.

All staff have a good knowledge of the Early Years Foundation Stage and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and are included in the planning. The next step in children's learning and development is identified and an individual plan is developed around children's interests each term. Children's learning story records show what they can do, have achieved and are clearly linked to the six areas of learning and show that children are making good progress in their development. They include examples of children's work and photographs.

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