

Beckbury Acorns Pre-School Playgroup

Inspection report for early years provision

Unique reference number 224039
Inspection date 26/01/2012
Inspector Deborah Sanders

Setting address Beckbury C of E Primary School, Badger Road, Beckbury,
Shifnal, Shropshire, TF11 9DQ

Telephone number 01952 750755

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Beckbury Acorns Pre-school Playgroup registered with Ofsted in 1994. It operates from a demountable building within the grounds of Beckbury C of E primary school in the village of Beckbury in Shropshire. A maximum of 16 children aged between two and five may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 12 noon on Monday and Friday, 9am to 1pm on Wednesday and 9am to 3pm on Tuesday and Thursday. All children share access to a secure, enclosed, outdoor play area. The pre-school serves the local area.

There are currently 17 children on roll, all of whom are in the early years age group. The pre-school is registered by Ofsted on the Early Years Register. It is in receipt of funding for early education places. The pre-school supports children with special educational needs and/or disabilities.

There are currently four members of staff working with the children. Of these, the manager holds an early years degree, one member of staff holds a National Vocational Qualification (NVQ) at level four, one holds a NVQ at level three and one holds a NVQ at level two. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and enjoy attending this welcoming pre-school. Staff have a good understanding of the Early Years Foundation Stage framework and as a result children make good progress in their learning. Practice is inclusive, supporting all children to actively participate in activities which meet their interests and developmental needs. Excellent partnerships with parents have been established, ensuring children's individual needs are consistently met, and although partnerships with the host school are good they are still developing. The dedicated manager, staff and committee members all embrace the process of self-evaluation and demonstrate a good commitment towards the sustained and continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- develop a clear overview of children's starting points on entry to the pre-school and the progress they make over time
- develop further partnerships with the host school, so that the next steps in learning are shared effectively.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are good as checks regarding recruitment and vetting procedures are carried out robustly. Staff's knowledge of their roles and responsibilities regarding children's safety is good and regularly updated. Documentation is detailed and regularly reviewed. All staff receive regular professional development and appraisals. Regular risk assessments take place and daily checks ensure the outdoor area and resources are safe and ready for use. Supervision is good, both indoors and outside, as staff ensure that children have many opportunities to access both areas and allow free flow play between inside and out. Staff are deployed effectively at each session and actively support children's care, safety and well-being. The pre-school children benefit from an experienced staff team, who are knowledgeable practitioners and very enthusiastic about working with young children. This is evident in the genuinely interested ways staff interact with children and their parents and carers. Because of this, children feel secure, settle quickly and become involved in their learning.

Activities are well planned by the staff and based on individual children's next steps. Staff plan activities that develop children's interests as well as addressing the expected areas of learning. Although key staff monitor children's individual progress effectively to plan the next steps in learning, there is no clear overview of the children's starting points. Good links have been established with other early years professionals at the host school, childminders and other local settings, although communication with the host school is developing in order to share details children's achievement fully. The pre-school cares very effectively for children with special educational needs and/or disabilities. Staff demonstrate a good ability to recognise issues early and are therefore able to support parents. The dedicated manager, staff and committee members embrace the process of self-evaluation and strive to improve this already good provision.

Partnerships with parents and carers are outstanding. Staff demonstrate an exceptional commitment to working in partnership with parents who are warmly welcomed by staff and clearly feel very comfortable within the pre-school. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their child's care and learning and are aware that they can speak to their child's key person at any time. Parents access a wealth of information regarding the pre-school through the use of a parent's notice board, newsletters and parent consultation meetings. Parents expressed very positive views during the inspection. Comments included, 'our child is so happy and well settled' and 'the staff offer a really personal service that we have not seen in other pre-schools'.

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

Children are happy to enter this warm and welcoming pre-school and quickly settle down with staff, while eagerly sharing stories from home. They have good opportunities to access a wide range of learning materials and can make their own choices about their learning and play. The resources are stored in low cupboards around the room and children can access them easily. The door to the outside play area is open for the majority of the session to allow children free access to the covered area. Children are able to maximise their learning opportunities outdoors as they can also access the lower school play area and all of its equipment. The small grouping of children with their key workers ensures that staff get to know the children very well and can observe and assess them as they play. Children have individual learning journeys, which contain written and photographic information about their learning and achievements. Staff share this information with parents during consultation meetings, but they are available to see these at any time.

Children are making good progress towards the early learning goals as they engage in a range of interesting and stimulating activities. For example they explore cooked spaghetti with their hands and feel its texture. They compare strands with each other, while describing the differences between short and long, and straight and curly. While outside two children use a drainpipe to see how fast a car will get to the bottom and whether a ball will travel faster or slower. The staff use a good range of open ended questioning to encourage children to problem solve and find solutions. Their creativity is supported well with a range of media, such as sand, dough and paint. Children mix three paints to make a different colour and then excitedly put their fingers in the tray to paint shapes and outline the first initials of their name. They are able to identify the colours before they are mixed and can see they have made a new colour. The role play area is well equipped and children enjoy pretending it is a Chinese restaurant. They have real menus and are able to take orders, from adults and other children, and creatively adapt clipboards to use as bills. Their understanding of numbers is progressing well as they sing number rhymes, count the days of the week, tally how many children are present at registration and by joining in with songs such as 'Ten Currant Buns'. Staff are sensitive to younger and new children and they gently encourage them to join in. Children are encouraged to say how they feel by putting their name cards against a smiley face or a sad face on the wall. Children are then asked why they feel happy or why they feel sad. Children have good opportunities to develop their physical skills as they skilfully negotiate steps and have space to play with balls, hoops and ride their bikes. They are careful not to run into each other as they begin to understand and develop a sense of space. Children's information and technology skills are supported well as they access a computer with a variety of software.

Children can access and explore the natural environment where they are able to plant and watch flowers grow and take care of living things. They visit local allotments and enjoy nature walks in the surrounding countryside. Children are polite and well behaved and show respect for each other as they play and interact

together. Staff consistently offer praise for children's efforts and achievements and as a result their confidence and self-esteem are developing. Children are accessing a range of resources that are representative of diversity and they celebrate cultural festival throughout the year which is helping them to develop their understanding of the wider world. They are encouraged to develop their own personal hygiene skills such as independent toileting and automatically washing their hands before snacks and lunch time. They develop a good understanding of healthy eating as they help to cut up the fruit at snack time and discuss healthy foods. They also join the school children at lunch time for a cooked meal three times a week. Children are learning to take responsibility for their own safety by playing in a safe and supportive environment. They understand and have practised how to evacuate the premises in an emergency and learn about personal safety through activities such as learning to cross the road safely and discussing the dangers of talking to strangers. They are gently reminded how to use the equipment safely while playing. Overall, children successfully demonstrate that they are acquiring skills that will help and support them in 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

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

