

# Ascot and Cranbourne Pre-School

Inspection report for early years provision

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**Unique reference number** 119262  
**Inspection date** 23/03/2012  
**Inspector** Gail Robertson

**Setting address** Lovel Road, Winkfield, Windsor, Berkshire, SL4 2EU

**Telephone number** 01344 885020

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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

Ascot and Cranbourne Pre-school opened 49 years ago. It was registered in 1991 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a detached building in the grounds of Cranbourne Primary School. There is disabled access via a put down ramp. The pre-school serves the local area and surrounding villages. It is a registered charity and may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, none may be under two years at any one time. It is affiliated to the Bracknell Forest Pre-school Learning Alliance and is managed by a parent committee. There are currently 36 children aged from two to five years on roll, who attend at different times. The pre-school receives funding for the provision of early years funding for three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The group opens for five days a week during the school term. Opening times are 9am to 1pm on Monday and 9am to 3pm on Tuesday through to Friday, including an hour lunch club each day. Seven members of staff work with the children, six have early years qualifications including the manager, who is a qualified teacher and has Early Years Professional status. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), Area Special Educational Needs Co-ordinator and the Teaching and Support Services (TASS). It has links with the host school and many other Early Years providers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This outstanding pre-school is highly effective in its work of caring for and meeting the needs and interests of children. It is an inclusive setting where children are extremely happy, make exceptional progress and are well prepared for the next stage of education. The inspirational manager, the well-trained team of practitioners and the parental committee work relentlessly for improvement, such as developing the new garden area. Its capacity for continuous improvement is outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- develop the new garden area so that it reflects the excellent quality of the inside and the outside play area to stimulate children's desire to explore, create and become absorbed in their learning.

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

Safeguarding has the highest priority. The committee regularly reviews policies and procedures for children's safety. These are displayed in a prominent position on the parents' and carers' notice board at the entrance. Staff have a clear understanding of their duties for child protection. Training is up to date and children's safety is a regular meeting agenda item. Robust procedures are followed to ensure that staff are qualified and suitable to work with children. Risk assessments are thorough and adults show children how they can keep themselves safe. Health and safety is well taken care of as the adults monitor safety procedures and keep abreast of current regulations through regular training. Staff have a deep knowledge of how children develop and learn. They are actively encouraged by the committee and manager to further their knowledge through continuous training, an impact of appraisal and the thorough self-evaluation. Everyone works really well together to maintain the highest of standards and to develop action plans for improvement. Staff contribute their thoughts, ideas and suggestions. Parents and carers are regularly consulted and constantly kept in touch through face-to-face discussion, questionnaires, letters and a comments box. The pre-school responds to parents' and carers' suggestions, such as making the morning entrance more friendly and welcoming for the children. Children's opinions are valued and looked into. The team have quite rightly identified the new garden area as a priority for their next action plan. At present, it does not reflect the exciting and enticing indoor and outdoor areas.

The indoor accommodation and outdoor play area has been well thought out by the manager to ensure it offers children an exciting learning environment. Children's curiosity is aroused and their desire to find out more is extremely well promoted through a series of workshop areas. There is a wealth of high-quality resources that are well maintained and carefully organised. Staff support children's independence and help them to take responsibility for their own learning. This is a highly inclusive setting where children and adults are fully respected and included in every aspect of the pre-school's work. The key worker system has really been refined here to ensure children make rapid progress in their learning and development. All children are consistently challenged through tasks, exploration and open-ended questions to develop them as critical thinkers. The setting has outstanding links with parents and carers. They speak most highly of its work. They are shown how to contribute to the 'Learning Journeys', and do so with enthusiasm. They write notices and a family story, including pictures and photographs for their children to share with the whole pre-school. They are very well informed of their children's progress through the 'Development Story Progress Review Reports' and face-to-face meetings. Relationships with other providers are outstanding, particularly the host school and children's centres. There is an open sharing of information to benefit not only specific groups but all the children. In addition, the setting belongs to various network groups and appreciates the support given from other professionals.

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

Staff know each child and their family extremely well. The setting is most welcoming to all and there is a warm family feeling. The building is made attractive and bright with children's work being carefully displayed. As a result, children have a great sense of belonging and share a warm and caring relationship with each other and staff. They are extremely happy, confident and have high self-esteem. Before children start, relevant information is obtained from parents and carers to help children quickly settle and get ready for learning. Children are eager to share information and their ideas with each other and the staff, particularly during 'ladybird' and 'caterpillar' group sessions.

Children know confidently how to react in the case of an emergency, such as a fire drill. They are fully aware of the dangers of the sun and put on their sunglasses and hats before going to the outdoor area and their cycling helmets when playing with wheeled toys. Before snack bar time, they know to wash their hands. They enjoy healthy nutritious snacks and enjoy vigorous exercise outside. At lunch times, over their healthy lunchbox meal, children make excellent progress in learning to converse, listen, count, relax and enjoy each other's company.

Children's outstanding planned-learning programmes arise from the staff's astute and accurate observations of children at work. The manager has collated each child's assessment to give an extremely detailed picture of the amount of progress made and to inform the next steps in learning. This is highly effective and is backed up with evidence from photographs and children's work. All children make excellent progress as a result of the high quality of adult input, the effective verbal communication between staff and the high expectations of the manager.

Children thoroughly enjoy the adult-led activities, such as the singing sessions. They have time to decide for themselves what they would like to do. They explore using all their senses, establish their independence and quickly become absorbed in learning. For example, when listening to sounds and finding the picture of the sound, they sit quietly and concentrate hard to solve the problem. They share equipment and ask politely for tools when playing and working outside. They have such fun digging and looking for worms. All children enjoy stories, and love looking through books with an adult. They learn to read using sounds and letters, and write by mark making using their skills in the right context. All of this results in children achieving exceptionally well. They are active learners and swiftly gain excellent future skills to support them when they make the transition into school. Children's behaviour is exemplary. They have excellent attitudes to learning and love the excitement of finding out about the world around them. They take full part in all the activities planned, such as looking for treasure in the sand tray and they take their learning home. Children are extremely happy and contented.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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