

Eaton Bray Academy Pre-School

School Lane, Eaton Bray, Bedfordshire, LU6 2DT

Inspection date

Previous inspection date

27/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- This is a highly inclusive pre-school where everyone is welcomed and this includes the local Traveller families. It is fully integrated and part of an educational setting which shares the same ethos. Good relationships are fostered at all levels and the children are taught to respect one another.
- The staff work exceptionally well as a team to promote children's welfare, learning and development and to make sure everyone enjoys their time at the pre-school.
- Children are highly motivated, inquisitive and independent learners. They engage well with their environment through purposeful play, exploration and active learning. Staff know the children well and are skilled in judging when to intervene and when to stand back and let them work it out for themselves.
- Children benefit from the abundant shared resources, access to school assemblies, the information technology suite and the extensive outdoor facilities.

It is not yet outstanding because

- Whilst the programme for understanding the world is good, there is some scope to enhance the quality further.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main indoor playroom, the small Children's Centre room and the outdoor areas.
- The inspector held meetings with the pre-school leader, the Early Years Manager and the headteacher of the onsite Academy.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, relevant sections of the self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Susan Marriott

Full Report

Information about the setting

Eaton Bray Academy Pre-School re-registered in 2012 due to the change of status of the Governing Body of Eaton Bray Lower School, to an academy. Formerly known as Eaton Bray Pre-School, the setting was originally established in 1968 as a playgroup and was re-registered in 2009 when it relocated from village hall premises to purpose built accommodation in the grounds of the lower school.

The accommodation is on two levels, where children use the ground floor classroom as a base room, with access to a mezzanine classroom and the adjacent Children's Centre room at stated times. There is an enclosed garden area and children access the grass field surrounding the school. Access to the provision is at ground level.

The group operates each week day during term time only offering wrap around care. Children may attend part or full-time sessions from 9am to 3.30pm. A breakfast club also operates between 7.30am and 9am and an after school club between 3.30pm and 5.30pm. The pre-school is registered by Ofsted on the Early Years Register and provides care for a maximum of 30 children at any one time in the early years age group. There are currently 49 children on roll, within this age group. The pre-school supports children with special educational needs and also supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four staff members hold appropriate early years qualifications. The group receives support from the foundation stage co-ordinator and headteacher of the school as well as the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the learning programme for understanding the world to enable children to make even closer exploration, investigation and observation of the features of living things, explain about why some things occur and talk about changes. For example, by providing magnifiers next to the digging patch.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes have depth and breadth across the seven areas of learning and are continuously provided both indoors and out. They provide interesting and challenging experiences that meet the needs of all children.

For example, the pre-school likes to link with school themes and activities whenever possible to provide a suitable context for discussion between siblings. So this week the activities are based on the books of a well-known author and this culminates in the children dressing up as a favourite character at the end of the week. The registration session ends with the children doing their 'wake and shake' routine to the song of the monster with purple prickles down his back and story time features the story of the 'walk through the deep dark wood' being acted out with props and puppets.

Staff have a very good knowledge and understanding of how to promote the learning and development of young children. Practice is consistently good. For example, staff set up an outdoor mark making activity with paint and textured rollers. Children show increasing control over tools as they work together to cover the paper with paint. Staff encourage them to observe the patterns they make and talk about the mixing colours, introducing the notion of 'light blue' and 'dark blue'. Occasionally practice is outstanding. For example, the Early Years Manager oversees the delivery of early literacy and numeracy programmes for small groups of children in the year before they go to school. Staff engage children in talk about numbers in the environment as an introduction to the session. Having established that 'we need to be good at learning our numbers', a member of staff throws numbered bean bags to the children sat in the circle. Children enthusiastically call out the number of their bean bag and throw it back. Children then engage in a wide variety of counting, classifying and problem solving games, with levels of challenge being suitably adapted to each individual child's stage of development. This ensures that the needs of all the children in the group are met appropriately. The pre-school has taken part in the Government programme 'Every Child a Talker' and staff report that they have seen a marked improvement in children's communication skills. Consequently, staff are now looking forward to participating in a new programme called 'Lift off to Language'.

Children have very good opportunities for outdoor learning. For example, they develop social skills as they offer rides to their friends on wheeled toys, they play 'What's the time Mr Wolf' and games of 'hide and seek'. They choose to make a 'camp fire' next to the path with stones and mud and use their imagination to 'cook sausages'. Staff support play as the children make a 'den' in the afternoon sunshine and dig in the digging patch. However, resources such as magnifiers are not readily available next to the digging patch, so children cannot always make the most of those 'discovery' moments, such as finding a worm or a bug. The school woodland trail is a lovely resource which is not always exploited to the full.

Staff complete assessments of the children and use these effectively to plan suitably challenging activities. Timely updates ensure that the folders always provide a precise picture of each child's stage of development. This means that learning experiences are fully matched to children's needs and activities present sufficient challenge for more able children. Staff constantly observe and listen to the children, skilfully questioning them during activities in order to extend their learning and enhance their understanding. The pre-school is able to demonstrate that all children, including those with special educational needs and/or disabilities and English as an additional language are progressing well towards the early learning goals over time. Children are keen and interested learners who display the characteristics of effective learning.

Suitable priority is given to the prime areas of learning. All children are generally working comfortably within the typical range of development expected for their age, taking account of any individual needs. Where children's starting points are below those of their peers, Individual Education Plans and assessment shows that they are improving quickly and the gap is closing. Children's progress in the prime areas of learning ensures that they have the key skills needed for smooth transition to school. The key person system supports engagement with all parents. Parents contribute towards an initial assessment of

children's starting points on entry. Parents speak highly of the pre-school and have nothing but praise for the dedication of the hard working staff.

The contribution of the early years provision to the well-being of children

The staff operate a very effective key worker system to promote a feeling of security within the group and build on the intimate, friendly feel that prevails throughout. Children form secure attachments and these positively promote their well-being and independence. The staff visit every child at home before they begin to attend the pre-school and this important link is valued by staff and parents alike. Staff are good role models, are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Good behaviour is rewarded through the 'Hamster of the Week' award.

Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Children's behaviour shows that they feel safe in the setting. They are able to share concerns with their key person or other adults at the setting. The pre-school is very proud of the school kitchen which promotes healthy foods, cooked onsite and attractively presented, whilst supporting the local butcher and other businesses. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. They help children to learn to be independent and encourage them to manage their own personal needs. Children are competent at managing their personal needs relative to their ages.

There is a stimulating, well resourced and welcoming environment, both in and outdoors, to support children's all round development and emotional well-being, which provides a range of experiences that develop children's growing independence and cooperation. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions, both within the setting and to other settings and school.

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

The pre-school leader works in close partnership with the Early Years Manager in the school and together they oversee the delivery of a high quality learning programme for children. They are supported well by the dedicated and experienced staff team who ensure that a broad range of stimulating and interesting experiences are provided indoors and out, to help all children to make good progress towards the early learning goals in all seven areas of learning. Children clearly benefit and thrive as the accommodation, equipment and resources are well suited for their purpose and conducive to learning. Improvements to the premises and the outdoor area give children the confidence to explore and help all aspects of their development.

Planning and assessment has been the focus of much hard work over the summer, in preparation for the introduction of the revised Early Years Foundation Stage. Staff are

striving to ensure that individual folders display an accurate picture of children's skills, abilities and progress. Records are consistently updated and provide a clear picture of the progress being made in the setting. Individual children and specific groups of children are targeted so that appropriate interventions are sought and any gaps are closing, so that no child gets left behind. The safeguarding and welfare requirements of the Early Years Foundation Stage are fully met and understood by leaders, managers and all staff. Arrangements for safeguarding children are appropriately robust. Clear policies and procedures are known and understood by all staff and implemented consistently.

The pre-school leader has a clear vision for the future development of the pre-school. She honestly identifies areas for improvement and plans appropriate action to address any areas of weakness. For example, the staff are working on extending the story backpack system to include packs relating to numbers, letters and colours that children can take home to share with their parents. Following on from an earlier comment made by an inspector, the pre-school leader has recently focussed upon strengthening the provision for the expressive arts. More dressing up outfits for boys, improved use of the role play corner and less adult-directed arts and crafts are amongst the benefits for the children. Children display great enjoyment as they combine different media to create their own plates of food of scrambled snake and owl ice-cream using a wide range of collage materials. Weekly meetings held for all the early years staff from school and pre-school are helping to build a strong ethos of reflective practice. Evaluations are made about practice, children's activities and snapshot observation records of children's progress show how staff continually improve the experiences for children.

Staff performance is managed effectively and training needs are identified. Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting the needs of all children. Parents universally commend the calm, purposeful atmosphere and say that the two-way communication is a real strength of the pre-school. Many parents praise their child's progress in communication and language, especially the Travellers, who confirm that they feel welcome and included, valued and understood. Appropriate interventions are secured and children receive the support they need. Exchange visits with the Reception class, school assembly visits, and the weekly use of the information technology suite and school facilities helps children towards making smooth transitions in preparation for the next stage of their education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444959
Local authority	Central Bedfordshire
Inspection number	787687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	49
Name of provider	Eaton Bray Academy
Date of previous inspection	Not applicable
Telephone number	01525220468

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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