

# Abbey Pre-school

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## Description of the setting

Abbey Pre-school opened in 1989 and operates from two rooms in a Christian Centre. It is situated in the town of Dover, Kent. A maximum of 26 children from two years to under eight years may attend the pre-school at any one time. The pre-school is open for 38 weeks of the year, Monday, Wednesday and Friday from 8.45am to 2.45pm and Thursday from 8.45am to 11.45am, or 12.45pm if children stay to lunch club,. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Children aged two, three and four years receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a local catchment area. The pre-school supports a number of children with special educational needs and/or disabilities.

The pre-school employs seven staff. There are six staff, including the manager who hold appropriate early years qualifications. There is one member of staff undertaking the Early Years degree.

Abbey Pre-school is an accredited pre-school with the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote the unique needs of each child and support their welfare and learning effectively. The children are cared for within safe boundaries by caring staff but this is not fully supported with some written records or information. The partnerships between the setting, parents and other settings are excellent and help to ensure that the care and learning needs of the children are consistently met. The setting's capacity to maintain ongoing improvement is good. The strengths and weaknesses of the setting are clearly separated out with realistic priorities for development in place. Ongoing aims of the setting helps to promote effective outcomes for the children.

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

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

- ensure safeguarding procedures are in line with Local Safeguarding Children Board guidance and procedures
- ensure the record of the Criminal Records Disclosure for all staff is available to demonstrate to Ofsted that all checks have been done.

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

Children are safeguarded effectively through the staff's clear understanding of their role and responsibilities towards the children in their care. Staff have attended child protection training, understand the signs and symptoms of abuse and know what to do should they have any concerns. These measures help to ensure that children's welfare remains the setting's priority. A full range of guidance is easily accessible. The written policies and procedures are given to the parents so they are able to understand staff's responsibilities; but the policy does not always clearly refer to the Local Safeguarding Children Board procedures. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. All staff have a current Criminal Records Bureau check and a record of these are kept; but this information is not always available to be checked at the setting. Therefore they are not able to easily demonstrate to Ofsted that these checks have been carried out. Good use of risk assessment includes rigorous daily checks to ensure that children are safe at all times.

The resources available to the children offer good choice and variety. Regular staff training and effective staff deployment helps to ensure good quality provision for the children. Equality and diversity is embedded well into every day practice. The care, learning and development needs of each child are known and addressed. Children's understanding of diversity is well promoted through the improved range of toys, resources and experiences provided. The learning environment is equally available to all children. This helps to ensure that no child is disadvantaged in any way.

All staff and the committee are committed towards ongoing improvement. The use of self-evaluation is good and addresses all areas of the provision. The setting's strengths and any areas for improvement are clearly identified and tackled. The staff, committee, children and parents contribute to the process and their views are taken on board at all times. All the recommendations from the last inspection have been fully addressed. Future targets for improvement are realistic in order to ensure effective outcomes for the children.

Outstanding partnerships are in place with other settings, including childminders and local schools. Staff have liaison visits with other settings to share in all aspects of children's learning and development. The regular exchange of information ensures their individual abilities and needs are known and enable staff to promote consistent continuity of care.

The partnership with parents is outstanding. They are provided with ongoing information about their children's experiences and progress and a full range of written information about the Early Years Foundation Stage, policies and procedures. Their views are continually sought and acted on and parents feel the staff get to know them and their children well. They feel very involved and included in all aspects of their children's development. This includes attending the setting to contribute to learning experiences for the children, to view or update

their progress records and to take part in training sessions and play weeks which helps to develop their own understanding of the Early Years Foundation Stage. Overall this helps to provide every child with excellent continuity of care and learning.

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

Children receive a very warm welcome from the staff team as they arrive and settle in. Adults support children's learning well. They know when to step in and support children's learning and when to stand back and let children lead the play. For example, the children are using the stepping stones for a jumping game then decide to use them with the slide. A staff member helps them to use the stepping stones to measure how long the slide is. Children are very good at counting and need little support from staff to count effectively. This helps to develop children's problem solving abilities and their confidence to take part in new challenges.

Children know they can approach staff at any time, for instance, as they are playing in the garden one child passes a broom to a staff member and asks her to help sweep the leaves. They then have a conversation about the types of animals which may like to live in the pile of leaves. One child suggests a ladybird then changes her mind and says 'a hedgehog'. Children have recently taken part in a Rhymes Challenge and one of the songs they have learnt is about a hedgehog; all the children in the garden join in with the singing with much gusto and enthusiasm. They continue to sing other songs as they play in the sand, with the water, bikes and leaves. These shared ideas and communal singing help to promote their imagination, language and communication skills.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. They love to follow the simple instructions on the computer, but are well supported by a member of staff who will step in if they need help. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to make marks in various situations such as writing their name on their work or in the home corner which can be changed into a shop, hospital or vets.

Effective planning for the play environment includes all the areas of learning and staff meet weekly to ensure that children's next steps are incorporated. Their learning is extended as they play and all build on their current abilities and interests. Children's starting points are clearly recorded and clear observational assessment includes photographs and samples of children's achievements to demonstrate their good progress.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and the staff who care for them. Children learn about safety issues through ongoing staff input and simple house rules. They learn how to walk safely when going up the stairs for their story time. They take part in regular fire

drills; so they know how to protect themselves in an emergency. Very good adult support helps children to develop a good awareness of personal safety.

Children's good health and well-being is actively encouraged. They enjoy regular physical exercise and can find a quiet area to rest or look at a book. Children are involved in health and hygiene routines and know when and why they need to wash their hands. Their independence with self-help skills is well promoted. Children eat healthily and are included in food preparation for snacks. They spread their own toppings on their toast and crackers, pour their own drinks and select their own fruit. Parents are asked to provide healthy options for those children who stay for lunch club. Children are beginning to learn the benefits of eating healthily.

Children are very well-behaved and learn the expected behaviour boundaries. They follow the good example of the staff. The atmosphere is very calm and voices are not raised except with excitement and wonder. They are independent and responsible with turn taking. They learn to share and help each other for example taking their turn on the computer or helping each other to use the compact disc player. They respond well to plenty of praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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