

Almonds Pre-school

Bromham Village Hall, Village Road, BROMHAM, Bedfordshire, MK43 8JP

Inspection date	11/09/2012
Previous inspection date	09/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Children's developing self-confidence and feelings of belonging are given high priority. The staff are skilled in supporting children to become familiar with the daily routines and to feel safe within the setting.
- The development of the outdoor play area and planting troughs have expanded children's experiences and their opportunities for free flow between the indoors and outdoors.

It is not yet outstanding because

- Systems for engaging all parents to support and share information about their children's learning are not yet fully in place.
- The procedures for monitoring and assessment of the educational programmes continue to be developed to display an accurate understanding of all children's skills, abilities and progress.

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 three play rooms and the outside environment.
- The inspector held a meeting with the owner of the pre school.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of practitioners working within the setting, the provider's 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 and in information in the self-evaluation form.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Almonds Pre-school is situated in the village of Bromham, Bedfordshire. It occupies rooms within the village hall and the children have access to enclosed outdoor play space and a large playing field with enclosed basketball pitches. The pre-school is accessible for all, including wheelchair users. Children come from the local and surrounding areas.

The provision is registered on the Early Years Register. There are currently 55 children

aged from two and a half to under five years on roll. The setting supports children with English as an additional language and children who have special educational needs and/or disabilities. It receives funding for the provision of free early education to two, three and four-year-old children and it has links with the local Children's Centre and the village school.

The pre-school is open from 9am to 12pm with the option of a lunch club until 1pm, Monday to Friday during term time only. There are a total of 12 staff including the manager. Of the 12 staff employed, seven are qualified, five of whom are qualified at level 3. There are two staff who are currently working towards a childcare qualification.

What the setting needs to do to improve further

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

- extend the partnership with all parents through encouraging them to contribute to their children's learning through consistently sharing children's observation and assessment files and seeking parents comments about their progress
- expand the systems for monitoring of the educational programmes through self-evaluation to continue to ensure the needs of all children are met.

Inspection judgements

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

Children benefit from the staff's positive and enthusiastic engagement in their activities. They demonstrate a good understanding of how to engage and capture the children's interest and they fully recognise that children learn through their play. The teaching strategies are effective across the different age ranges of the children who attend. Children are actively encouraged to be creative and curious. They are eager to take part in art and craft activities where they explore the texture of paint, such as, printing on butterfly shapes where they proceed to swirling the colours around with their fingers and use words such as 'fluffy' to describe what they feel. Children paint their self-portraits supported by a member of staff. They look at themselves in a mirror and talk about the shape of their face and their features before deciding which colours to use. Younger children enjoy exploring in a box containing hay and straw. They giggle and talk together as they scoop it up, searching for items that may be hidden underneath.

Secure planning across the seven areas of learning ensures all aspects are sufficiently included. The key worker system is effective and planning is completed for each child that follows their unique interests. The staff seek information from parents when their children start attending and this contributes to the identification of their individual starting points.

They enable children to settle well through offering visits and through providing a welcoming environment, with a good range of interesting and entirely appropriate activities and resources. The setting is organised well to meet the needs of all the children who attend. The staff make good use of the three rooms to divide the children into appropriate age groups. The youngest children are based in the main hall, the older children are in groups according to their months of birth. These groups use alternate rooms each week because one room is larger than the other and allows for large play equipment. This ensures that all children have access to all the activities on offer. All children have daily opportunities for outside play and the youngest children are able to have free flow to the enclosed outside area.

The well-resourced learning environment supports children to make choices and to be independent. For example, they know where their coat pegs and the toilets are and they collect their belongings independently. The members of staff are skilled in promoting children's feelings of belonging and in using a good balance of adult-led and child-initiated activities that promote these feelings which in turn develops their confidence. The interaction between the staff and all the children is strong and positive. Children are learning about the world through a good range of activities, some of which are linked to seasonal events. The children collect fallen leaves and create an 'indoor campfire' using a pile of leaves. They sit around this area to have hot dogs for their snack. Children enjoy listening to classical music that is played at the end of the session to prompt tidying up time. The staff talk to the children about the different composers and discuss with them about musical notes and how it is written. The children respond to this music and fully engage with this extended activity.

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

Children are developing secure attachments because the staff are deployed effectively through the key worker system. They know the children well and they respond to their individual needs. Children demonstrate that they feel safe because they move between their chosen activities freely and they approach the staff for comfort and reassurance as they need it. For example, children climb onto a staff member's lap when reading stories and they ask for assistance when required. The staff manage issues that arise around behaviour effectively. Such as, through giving comfort and help as required and through employing effective strategies, such as, explanation so children understand why certain behaviour is not acceptable.

Children thoroughly enjoy playing outside. The staff team make good use of the playing field facilities and ensure that the children have daily access to the outside. For example, they take them to sit on the benches for stories, they use equipment, such as, bats and balls in the enclosed pitches and they play ring games on the field. Children also enjoy using the enclosed play area. They have access to large equipment, bikes and ride on toys. The children enthusiastically get involved in gardening and digging in the planting troughs. They dig up the weeds and find some potatoes that were planted last term.

The children's awareness of managing their own self-care is developing. For example, they

choose from a healthy range of food at snack time and they are supported to be independent when managing their lunchbox. The staff know which children require extra support in the toilet areas and support these individuals very sensitively. Children are developing an awareness of safety. They enthusiastically help to tidy away when they have finished playing and some assist with the sweeping up. Pre-school children support their younger siblings and their friends by showing them where to find their shoe bags in the corridor.

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

The leadership of the pre-school is strong. The owner works very closely with the deputy and the whole staff team to ensure children's needs are met. Appropriate systems for self-evaluation are in place and the staff are keen to continue to develop these as they continually strive to improve the outcomes for all the children that attend. They are keen to continue to monitor the educational programmes to maintain them as responsive to each child's unique needs. The introduction of the 'Progress Matters' charts that are adapted to the revised framework, enable each key worker to ensure the planning, observation and assessment for each child is effective. The owner supports her staff to keep their knowledge up to date and they regularly attend relevant training courses, often these are linked to recognised qualifications.

There are effective procedures in place to observe, assess and monitor each child's progress. This is recorded through each child's file that contains on-going observations of spontaneous activities as well as a longer, focused observation that is recorded each term. Photographs and samples of the children's work are also included. The key workers evaluate each child's progress and use the observations to assist with the planning of their individual next steps. This is followed on by sending a 'play plan' home for the parents which promotes a consistent approach. The staff are keen to expand on the parents involvement through consistently seeking parents' views about their child's progress by regularly sharing their child's file with them and through supporting them to add their own contributions.

Effective partnership with other professionals who may be involved with the children, as well as with the local Children's Centre and the school, contributes to children's needs being met. The pre-school has sought the views of the parents through the use of a questionnaire and they displayed responses to the issues raised. Parents report positive and complimentary comments about their child's experiences at the setting, particularly in relation to how welcoming and approachable that all the members of staff are.

The safeguarding arrangements in the pre-school are good. All staff members have an understanding of safeguarding issues and of the procedures to follow in the event of any concerns. They are supported by the owner to attend safeguarding training. All visitors are greeted when they arrive and children's arrival and departure is closely monitored and supervised by the staff. During the session the main doors are secure, which enables the children to move safely and independently around the building. All the children attending

are treated as individuals and with respect by the dedicated and enthusiastic staff team who provide them with a safe environment and interesting activities that promotes their feelings of well-being and belonging.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
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	219184
Local authority	Bedford Borough
Inspection number	882901
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	66
Number of children on roll	55
Name of provider	Janis Russell
Date of previous inspection	09/09/2008
Telephone number	07729 583331

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Type of provision

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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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