

Abbotsbury School

Inspection report for early years provision

Unique reference number	EY337315
Inspection date	10/07/2012
Inspector	Sally Hall
Setting address	Abbotsbury School, 90 Torquay Road, Newton Abbot, Devon, TQ12 2JD
Telephone number	01626 352164
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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*.

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Description of the setting

Abbotsbury School is an independent school and registered in 1960. The school is located in a Victorian villa, situated close to the railway station, in the market town of Newton Abbot in Devon. It is registered to provide care for 65 children from two years to the end of the early years age group. There are currently 96 children on roll, and children aged two, three and four years receive funding for free early education. Children have use of three classes with access to two secure outside play areas. There are ten members of staff working directly with the children, all have recognised childcare qualifications. The school is open every weekday during term time, from 8am to 5pm. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well together to plan and deliver a broad range of activities to support children's learning and development. Children are supervised at all times and their needs met well. However, children are not assigned a key person. Staff complete observations and assessments on the children to support their planning but these do not consistently show children's next steps. They have a secure partnership with parents and other professionals involved in children's care. The children have access to safe outside play areas that overall support their physical development. The setting has completed a self-evaluation to reflect and evaluate their practice. They demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure each child is assigned a key person (Organisation) 31/07/2012

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

- develop the outside play areas to enable children further opportunities to explore and use their senses and cover all areas of learning
- build on existing systems for carrying out observations and assessments for example, by improving consistency in identifying the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Staff are welcoming and have a secure understanding of the Early Years Foundation Stage. Children are happy, safe and secure and have a good rapport with staff and each other. Their needs are met well by all staff. However, although the impact is minimal they are not assigned to a key person which is a breach of a specific legal requirement. Appraisal systems are used to identify staff training needs. Staff have a good understanding of safety issues and ensure that effective systems are in place to keep children safe. They have undertaken safeguarding training and are clear of the procedure to follow in the event of a child protection concern. The entrance to the building is securely locked and a visitor's book maintained. Risk assessments are conducted and daily checks of the rooms are completed prior to children's arrival. Children learn about their local community and diversity through planned themes and activities. Staff provide an inclusive provision for all children. Children have access to a good range of toys and resources.

Parents are warmly welcomed and staff operate an open door policy. Information is shared with parents each day through daily discussions. Regular parents' evenings are held and parents receive an end of term report. The parents comment that they value the care their child receives and speak highly of the staff. The setting links in with other providers and the local schools in the catchment area. Transition documents are completed for the children who are due to transfer to school. This provides a shared approach to children's learning and development. Observation records are completed and staff highlight as children show they have accomplished something. However, they do not consistently give a clear indication of each child's next steps, individual interests or significant personal achievements to build on what they already know.

Policies and procedures are in place and reviewed. Children's documentation is kept confidentially. A prospectus is available for parents so they are clear of the settings practice and policies. Secure recruitment and vetting procedures are in place to ensure all staff working with the children are suitable. Staff meet regularly to share good practice and the setting has completed their own self-evaluation to evaluate and reflect their practice. The proprietor provides supportive leadership and is involved in the daily running of the setting.

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

Children quickly settle on arrival and are confident, secure and happy. They are keen to learn and quickly engage in activities. Children interact well with their peers and chat happily with each other as they play. They are skilful communicators and are keen to talk to visitors showing them what they have been doing. Children enjoy painting and using different objects to make designs. They discuss the colours they can make as they mix the paints together and are proud

to show their completed work. Children behave well. They listen well to instructions and learn to share and take turns. They are familiar with the routine for the day and wait patiently at lunch time whilst the meal is served and say a prayer before lunch. Staff have their meals with the children and good social skills are encouraged. Children's individual allergies and requirements are known and they are well protected from any potential risks. The children learn good hygiene routines with gentle reminders from staff to wash their hands.

Children have fresh air each day and are keen to go outside to play. They have the use of two play areas, an attractive garden with a climbing frame and a tarmac play area with use of a range of equipment. This includes ride-on-toys, and hoops to support their physical development. Children have access to water and sand during outside play to learn about volume. However, they have fewer opportunities to explore, investigate and use their senses to support all areas of learning during these times.

Children are keen to share their home news and recall activities they have previously been doing. They enjoy dressing up and comment on what each other is wearing. They select books to look at with each other turning the pages with care. Children take a pride in looking after the resources. Children enjoy action songs and count and learn their colours in meaningful play opportunities throughout the day. They gain an understanding that print carries meaning and learn their phonics. Children enjoy role-play with well set up areas such as a post office. Children enjoy using technological toys such as cameras and eagerly role play taking photographs of each other. They talk about time and the weather as they play outside.

Children celebrate festivals throughout the year and significant events such as the Jubilee and the Olympics. Attractive wall displays for parents to see show themes children have been following including photographs of the children at play. For example, under the sea and being healthy. Children are reassured and enjoy praise and encouragement, and their self-esteem is successfully promoted. They are secure and safe in the setting. They learn about keeping themselves and each other safe as they play. They learn to move safely on the stairs and use resources safely such as scissors. Children have regular fire drills so they are clear of what to do in the event of an emergency. They have visits from people who help the in the community such as the librarian, the fire officer and community police officer and learn about stranger danger and road safety. Children are learning good skills for their future development.

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	2

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

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

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