

Aspley Guise Pre-School

Aspley Guise Pre School, Spinney Lane, Aspley Guise, Bedfordshire, MK17 8JT

Inspection date	09/01/2013
Previous inspection date	17/11/2011

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 make good progress in their learning and development because staff understand how to challenge them. Their secure knowledge of how children develop best means that staff accurately identify their next steps in learning.
- Children settle quickly into the pre-school because they share warm and close relationships with those who care for them. Staff know children's individual needs because they build firm relationships with families.
- Staff take pride in their work and work closely together as a team. Good levels of supervision mean that staff work is monitored and training needs are identified.
- Staff are committed to safeguarding children and are fully aware of their responsibilities. They review and improve their policies, procedures and knowledge through on-going training.

It is not yet outstanding because

- The pre-school does not actively encourage parents to share their ideas and opinions about the pre-school to help identify future improvements.
- At times of inclement weather children's access to resources that support their physical development of large muscles are limited.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all the areas where children play and learn in the setting.
- Children's progress and development was monitored through looking at learning journals and records.
- The inspector spoke to staff, children and parents to seek their ideas and opinions.
- The inspector observed staff interaction with children during play activities.

Inspector

Hayley Marshall

Full Report

Information about the setting

Aspley Guise Pre-School has been established for over 25 years. It operates from a dedicated unit adjacent to Aspley Guise Lower School. Children have access to a secure outdoor play area. The pre-school is open Monday to Friday, term time only from 8.45am to 3.15pm. Children may attend any time between these hours. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Some children aged two years and all three-and four- year-old children receive funding for free early education.

There are currently 40 children on roll aged between two and five years. The pre-school makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. There are six members of staff including the manager and an administrator; four are qualified in early years at levels 2 and 3 and the manager at level 4. The emergency cover member of staff is a qualified teacher.

The setting welcomes students and volunteers. The pre-school receives support from the local authority. The pre-school support children who speak English as an additional language.

What the setting needs to do to improve further

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

- include the views of parents in the self-evaluation process to support the identification of areas for further development
- improve the outdoor area by providing children with greater opportunities to develop their large muscles through climbing, sliding and balancing during inclement weather.

Inspection judgements

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

Children enjoy playing and learning in a bright and welcoming environment. Staff continuously challenge children to think independently and extend their own ideas through careful questioning and support. Staff balance their interactions with allowing children to try for themselves and develop their own learning. For example, when making towers with construction, children add wheels to the bottom explaining to staff that their tower is now a car. Children demonstrate their wide vocabulary as they share their ideas with each other and staff and talk through what they are doing. Children gain an understanding that words carry meaning as they select their name when they arrive at the pre-school and because familiar objects are clearly labelled. Children enjoy lively story time sessions where they predict the end of the story and join in with enthusiasm.

Staff's good knowledge of how children learn means that observations and assessment are effective in supporting all children to make good progress. Staff identify what children need to learn next and make sure that activities are varied and suitable to engage and sustain their interest. As a result, children are busy and productive, making choices about what they do. Children cooperate well and show concern for each other, especially when new children start the pre-school. Consequently, children settle quickly and are content.

Children use tools confidently as they help staff to pour glue and use spreaders to create pictures during craft time. Children have good opportunities to develop their small muscles inside and outdoors as they use crayons and pencils, manipulate pieces of jigsaw puzzle and operate technology through pushing buttons. However, there is scope to increase children's opportunities to develop their large muscles. During harsh weather conditions children cannot access the whole outdoor area and climbing frame, which limits their opportunities to climb, balance and slide.

Staff implement an effective key person system which allows them to build close relationships with families. Parents contribute to children's learning through sharing their knowledge of what children can do and the interests they have at home. The close working helps staff to get to know children very well and meet their individual needs, especially during times when they need extra emotional support.

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

Children gain a sense of independence at the pre-school as they are given opportunities to make choices throughout the day. All children help to tidy up before lunchtime and demonstrate an awareness of how to minimise potential risks. For example, when children carry toys and equipment to put away, they move furniture to prevent tripping over. This shows that they are able to consider safety for themselves.

Staff operate an effective key person system to support children's individual needs and are good role models for children. They encourage children to behave in acceptable ways by distracting them when they begin to play too boisterously or by inviting them to play outside. This means that all children play and learn in a calm and organised manner where they feel safe and secure. Staff foster children's security further by comforting them affectionately when they are unsettled. Children return to staff when they want comfort or reassurance because they share warm relationships with them. When children first start at the pre-school they bring with them a box containing pictures and items that are important to them. The contents of the box are showed to the rest of the group. This helps children to feel important and values their life away from the pre-school, building their self-esteem and confidence.

Children freely go into the outdoor area throughout the session, allowing them to get fresh air and exercise. Staff interest and qualification in forest school learning means that children benefit from regular walks into their local wooded area. Staff encourage children to eat their lunch, explaining how food is fuel for their bodies. This helps children to understand the importance of a balanced diet and exercise as part of a healthy lifestyle. Children manage their own personal needs very well as they wash and dry their hands

without prompting and put their coats on before going outside.

Staff prepare children well for their next stage in learning and readiness for school by helping them to develop positive attitudes towards learning. Staff encourage children to persevere at tasks and give them praise and encouragement for their successes, such as when completing a jigsaw puzzle.

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

Staff demonstrate a high level of commitment to safeguarding children at the pre-school. All staff have a sound knowledge of possible indicators that might lead to concern about children's welfare. There are clear lines of communication in place for staff to share any concerns they might have. Ongoing training helps staff to remain vigilant and alert to any potential issues concerning child protection. Regular reviews of policies and procedures and staff knowledge of these are effective in ensuring that all staff are aware of their responsibilities. The nominated person for safeguarding has recently developed good relationships with outside agencies to further support her role. The pre-school operates an induction process that thoroughly checks staff suitability to work with children. A period of supervision means that staff are competent in their role. Staff supervision continues to be a priority after the period of induction. Regular team meetings and appraisals help all staff to contribute their ideas and develop professionally. Staff undertake regular training to develop their knowledge and skills and use this to benefit children's learning and development. Consequently, staff work together very well as a team. Each is aware of their role and shares their ideas and opinions to evaluate and improve upon the quality of the provision.

Although there are close relationships with families who regularly share information about children's progress, the pre-school does not consistently provide opportunities for parents to share their views about the pre-school. This means that their opinions are not always considered fully in self-evaluation. The pre-school uses other means to reflect upon the quality of the care they provide. For example, the manager reflects upon the resources on offer and effectiveness of staff deployment. Realistic and accurate targets are set which focus upon weaker areas, such as development of the outdoor area. The pre-school seeks support and advice from local authority advisors and support workers to further improve the provision for children.

Close working with local schools is effective in supporting children during their move into formal education. The pre-school also values the importance of working with other providers who care for children. Those children who are collected by someone other than their parents have a home/setting book which shares information about their day and their learning. This helps to share information with others who care for children, such as childminders, and provides continuity in their care. The pre-school builds close working relationships with outside agencies that provide support for children. These relationships help staff to ensure that all children's needs are met, particularly during times when children experience traumas.

Parents are complementary about the care that their children receive because they are confident in the staff and feel the pre-school offers a homely environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY100478
Local authority	Central Bedfordshire
Inspection number	899489
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	40
Name of provider	Aspley Guise Pre School
Date of previous inspection	17/11/2011
Telephone number	01908 584 219

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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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