

Abbey Pre-School

The Toose, Abbey Manor Park, YEOVIL, Somerset, BA21 3SN

Inspection date

Previous inspection date

08/01/2013

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

- Children enjoy a wide range of activities, which helps them to make good progress in all seven areas of learning.
- Children feel safe and secure because staff build good relationships with the children and their families through an effective key person system.
- Children are developing good self-care skills; they manage their own toileting needs, wash their hands without prompting and pour their own drinks.
- Children are happy and enjoy exploring their well-resourced environment. Their behaviour is very good and they are developing skills that are preparing them for school.

It is not yet outstanding because

- Systems are not yet fully developed to encourage parents to share their what their children learn at home.
- Self-evaluation is not yet robust enough to fully monitor and review practice and effectively identify areas for development.

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 observed activities in the main playroom and outside area.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Michelle Tuck

Full Report

Information about the setting

Abbey Pre-School has been in operation since 1991 and re-registered in the current premises in 2012. It is run by a committee of elected parents and operates from a purpose built single story building in the Abbey Manor Park area of Yeovil, Somerset. The pre-school has use of a playroom, toilets, a kitchen, office and an outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 69 children attending who are within the early years age range. The pre-school receives funding for the provision of free early education to children aged two, three and four years. It supports children with special

educational needs and/or disabilities, and children that are learning to speak English as an additional language.

The pre-school operates during term time only, Monday to Friday from 9am to 3pm. The pre-school employs 10 members of staff. They are all either qualified or working towards an appropriate qualification.

What the setting needs to do to improve further

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

- improve systems for self-evaluation by a) devising a rigorous system to identify key priorities for improvement; b) seeking the views of all staff, parents and children to identify areas for improvement
- develop systems to encourage parents to regularly share their child's learning and achievements from home.

Inspection judgements

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

Children make good progress in all seven areas of learning because staff have a good understanding of how young children learn. They provide a range of interesting and challenges experiences, which contribute to children making good progress. Children's individual needs are met successfully because staff get to know the children through effective key person systems. Good quality information is gathered from parents and recorded to provide a good base for establishing children's starting points. This enables staff to plan for individual children's progress from their first day in the pre-school. As a result, children settle quickly because their needs are understood well and met consistently.

Children's language development is effectively supported through staff skilfully using open-ended questions and showing a genuine interest in what children have to say. Children confidently talk about their home lives, what Santa bought them for Christmas and contribute their ideas for the wall display. This helps to build their confidence to speak in a group and makes them feel valued as an individual. Children enjoy sharing their favourite stories with their friends in the inviting book area where there is a range of books to choose from. Children enjoy practising their early writing skills using a range of resources, such as making marks in sand and using pencils and chalks. Children routinely

write their name on their creations. They are extremely proud of their attempts at forming letters as they receive praise and encouragement for their achievements from the attentive staff. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills. As a result, they make good progress and work effectively towards achieving expected levels of progress.

Children engage enthusiastically in role-play. They put on hard hats and wellington boots, using the play tools from the box to saw, hammer and build towers with the bricks. They confidently engage in conversation about the importance of wearing glasses to protect their eyes when working on the 'construction site.' Children's physical skills and confidence are promoted well in the outdoor area on a daily basis. Staff engage children well in interesting activities outside; they effectively use spontaneous experiences to give them the opportunity to solve problems and think critically. For example, while exploring ice staff ask the children what would happen to the ice if the sun was shining. Children's learning is further enhanced through introducing small penguin figures to play with in the ice and completing activities such as counting the number of bounces the penguin makes when using the ice cubes as stepping-stones.

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

Children are happy, confident and settle very well because staff have a thorough knowledge of their individual likes, needs and routines. Children display very good levels of confidence and self-esteem. They behave in ways that show they feel secure and have a strong sense of belonging to the pre-school. This is due to the effective key person system, which supports them very well to form trusting relationships with the staff. Consequently, their physical and emotional well-being is effectively supported. For example, children that arrive for the afternoon session feeling a little anxious happily go to staff for reassurance and cuddles. They very quickly regain their confidence and go to play with their friends.

Children's behaviour is very good. They know what is expected of them and follow the good example set by staff of being kind and caring towards one another. For example, an older child is seen putting a guiding arm around a younger one when they are asked to tidy up. Also when a child sees that another child is upset they collect a tissue for them to wipe their face. Children share and take turns well in the role-play area negotiating which role they will take on. Children develop good self-care skills as they wash their hands before eating their snack. They pour their own drinks and learn about the importance of a healthy diet as they choose from a selection of savoury snacks and fruit at snack time. Children enjoy plenty of fresh air and exercise that support their physical development. Children know how to keep themselves safe and are actively involved in devising positive rules to help keep them free from harm.

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

Staff have a secure knowledge of the safeguarding and welfare requirements and of the learning and development requirements. The staff team members have good knowledge of the correct procedures to follow should they have a concern about the welfare of a child and a thorough policy is in place to support their practice. They implement and review all policies and procedures consistently to create an environment that is welcoming, safe and stimulating. Risk assessments are thorough and the detailed records held are reviewed frequently to ensure children are kept safe both indoors and outside. Induction and performance management systems are robust and through regular performance reviews and annual appraisals, the manager effectively monitors the on-going suitability of her staff team.

Partnerships with parents are good. Parents are very complimentary about the staff and the welcoming atmosphere of the pre-school. Parents that were spoken to at the inspection said their children are very happy, settled and thoroughly enjoy themselves at pre-school. Staff work very closely with parents when their child first starts to find out what they can do and what they are interested in. However, although parents are asked to update the pre-school about their child's interests, systems to encourage parents to share their child's experiences from home are limited. This can impact on some aspects of continuity in children's learning. Transition to school is fully supported because children's independence is encouraged so they are ready to enjoy school with the required skills. Staff also value the importance of working together with other early years settings that children attend to ensure continuity. Systems to manage this are secure.

The staff team has good knowledge of the areas of learning and understand how children learn. The educational programme, planning and assessment are effectively monitored to ensure a broad range of experiences for every child.

Some systems are in place to support the ongoing evaluation of the provision. For example, staff recently asked parents for their views when they introduced a new system for dropping off and collecting the children in their new building. Children are also asked to contribute their ideas, such as when they change over the role-play area they ask the children what it should be. However, self-evaluation is not yet robust enough to secure the in-depth focus the pre-school needs to consistently target improvement.

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	EY445565
Local authority	Somerset
Inspection number	804371

Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	67
Name of provider	Abbey Pre-School
Date of previous inspection	Not applicable
Telephone number	07988788757

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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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Piccadilly Gate
Store St
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M1 2WD

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