

Auckley Pre-School

Auckley Junior & Infant School, School Lane, DONCASTER, South Yorkshire, DN9 3JN

Inspection date

23/10/2012

Previous inspection date

18/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The manager is very knowledgeable about the revised Statutory Framework for the Early Years Foundation Stage. She is supporting practitioners well to ensure they have a good understanding of individualised planning, observation and assessment systems, so that each child's interests are taken into account and built upon.
- The practitioners work together very well; they are fully involved in children's play and learning and give good levels of support to all children. They demonstrate a positive attitude and are good role models for the children in their care.
- Well-established routines and an effective key worker system ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective partnerships with parents and the host school help to support children's welfare and learning.
- Children receive high levels of support in the development of their personal, social and emotional development, and their communication and language skills. They settle quickly, are happy and eager to learn.

It is not yet outstanding because

- The outdoor area does not fully allow children to explore the natural environment or access equipment made from natural materials
- There are a few missed opportunities in relation to children's communication and

language development. Practitioners do not always allow children to think about adult questions and to put their thoughts into words.

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 the activities, indoors and outdoors, throughout the inspection
- The inspector spoke with the manager, members of staff and children at appropriate times of the day
- The inspector looked at children's profiles, planning documentation, self-evaluation form, staff information file and some policies and procedures
- The inspector took account of the views of parents spoken with on the day

Inspector

Alison Veall

Full Report

Information about the setting

Auckley Pre-School was registered in 2009 and is a committee run provision. It is registered on the Early Years Register. The pre-school is located in a single-storey building located in the grounds of Auckley Junior and Infant School. It comprises a large play room, a small office and a waiting area for parents. There is an enclosed area available for

outdoor play.

The pre-school is open each weekday from 9.00am to 1.00pm on a Monday and 9.00am to 3.30pm Tuesday to Friday term time only. The provision is registered to care for a maximum of 30 children aged from two to five years. There are 33 children on roll. The setting supports children with special educational needs and /or disabilities. It receives funding for the provision of free early education to three-and four-year-old children. There are six permanent staff members, four of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- develop the use of the outdoor area to give children greater opportunity to explore the natural environment and to use equipment made from natural materials
- support children's language development by giving them time to think about adult questions and allowing them to put their thoughts into words.

Inspection judgements

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

Practitioners are supported well by a manager who has a very good knowledge of the revised Statutory Framework for the Early Years Foundation Stage. Professional development is seen as important and the opportunity to share knowledge is crucial. Every practitioner has a good understanding of how children learn and they promote this learning through positive interaction, challenge, and individual and group activities. There is a strong emphasis on identifying and building on individual children's interests and stage of development. Observations, discussions with parents and use of Development Matters have enabled practitioners to identify children's starting points and to monitor their progress against the development bands. All of this information demonstrates that children are making good overall progress from their initial starting points. This information is also used to plan for the next steps in their learning.

Children who are new to the pre-school settle quickly as a result of the welcoming environment and effective key worker system. The large majority of children happily leave their parents and carers and enthusiastically join in activities or self-select from a wide range of toys and equipment. Parents report they are happy with the pre-school service; are pleased that their children want to attend and they are very quickly seeing the difference it is making to their children's progress. Parents also report that the wrap-

around care and transition arrangements with the host school are really effective and support their children's emotional well-being.

The development of children's communication and language is given high priority. Practitioners interact well, using lots of conversation to develop children's vocabulary, mostly giving time for children to think about what they want to say. However, there are a few occasions where they respond too quickly to their own questions. Practitioners sit with children and join in with their imaginary play effectively. They show a genuine interest in the children's lives as they talk about recent events, such as trips to the park. Children are then able to re-call what they did and who they played with. They also talk enthusiastically about their pets and how they also went to the park. The regular phonics sessions help to further promote children's understanding of sounds and letters. Older three- and four-year-old children listen to sounds and identify on picture cards objects that make that sound.

Children freely select equipment and play materials of their choice in both the indoor and outdoor environment. The continuous provision of resources, more so in the indoor environment, enhances children's learning as they pursue activities in a relaxed, unhurried manner where they are able to practise and revisit skills already learnt. In the outdoor environment children successfully play and cooperate as they pour water and roll objects down a chute. Practitioners use mathematical terms to help children to gain an understanding of shape, size and spatial awareness. They talk with children about how fast or slow the water and objects are moving. Children squeal with excitement as they pour and catch. Children observe slugs and snails through magnifiers. However, the pre-school's outdoor area does not provide children with enough opportunities to explore the natural environment or to use equipment made from natural materials.

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

Children benefit from a spacious ground floor environment where they independently access a wide range of appropriate toys and equipment. There is a good balance between adult-directed and child-initiated play. The book area houses two large settees which allow children to relax and rest and to feel comfortable as they look at books and talk to their friends and practitioners. There is a 50% split between floor and table top activities. This enables children to benefit from being able to extend their play across a wider area and for older children it gives them the experience of sitting at a table and being mindful of sharing space with their peers in preparation for their progression into school.

Children settle quickly, they are happy and enthusiastic learners as a result of the robust and effective settling-in procedures. Practitioners are caring and are excellent role models who have developed close bonds with the children. Parents comment that they value the opportunity to talk to their child's key worker about their child's likes, dislikes and their overall development. They are particularly pleased that their views are used as a basis for children's future learning.

There is a consistent and appropriate approach among practitioners to managing children's behaviour. Children behave well and any minor squabbles are dealt with in a calm and quiet manner and are always supported by explanations. This helps children to

understand why they should share and why they must consider the feelings of others. There is a strong emphasis on independent learning and care. Children are encouraged to put on their coats; to look for equipment and to take care of their peers. Well established routines ensure that children feel safe and, as a result, they confidently explore their environment, knowing they can seek out familiar adults when needed. Gentle reminders from practitioners develop children's understanding of safety. There is a satisfactory range of equipment outdoors that children use freely to develop their physical skills and improve their spatial awareness.

Children are developing an understanding of healthy eating. They are provided with healthy snacks and water is readily available. The lunchboxes brought by children who stay for lunch are generally healthy. The majority contain sandwiches made from brown bread, pasta salads, yoghurts and fruit with only one or two containing biscuits and crisps.

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

The pre-school manager is a reflective practitioner who demonstrates a strong commitment to improvement. She has quickly developed a good knowledge of the revised learning and development requirements and is using this knowledge to update practitioners and to review observation and assessment procedures and planning. As a result, children benefit from individualised learning programmes based on what they know and can do. The manager has a good understanding of the two-year progress report and is considering the most effective way to share this with parents, relevant agencies and other providers children may come into contact with.

Self-evaluation is robust and accurately prioritises the areas for development. Recommendations from the previous inspection have been met fully. The manager is also a key worker and spends considerable amounts of time in the pre-school. Practitioner performance is monitored informally through observations and formally through appraisals and individual strengths are recognised and valued. There is a strong commitment to staff development and the sharing of knowledge and good practice.

Children are very effectively safeguarded. All practitioners have a secure knowledge and understanding of safeguarding issues and are able to implement appropriate procedures to protect children from possible harm. There is a clear reporting procedure for passing on any concerns about a child's welfare. Risk assessments are carried out to ensure that the premises are secure and safe, and practitioners are vigilant about monitoring visitors to the setting.

All practitioners work in partnership with parents. Key workers have recently held discussions with individual parents providing them with feedback on. Staff talk to parents about their children's progress and actively welcome parents' views of children's development. The manager has plans to share the newly developed progress/record booklets with all parents. All practitioners are aware of the importance of working in partnership in order to support children with special educational needs and/or disabilities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY397573
Local authority	Doncaster
Inspection number	887347

Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	30
Number of children on roll	0
Name of provider	Auckley Playgroup Committee
Date of previous inspection	18/01/2010
Telephone number	07799 216391

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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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