

Abbotskerswell Pre School

Village Hall, Slade Lane, Abbotskerswell, Newton Abbot, Devon, TQ12 5YF

Inspection date	28/02/2013
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff work hard to ensure that children are settled and confident within the setting. They get to know their key children quickly, working closely with their families.
- Children's personal, social and emotional skills are well developed in response to the effective support and warm praise given by staff.
- Children enjoy plenty of engaging outdoor activities and use resources that promote the development of their physical skills well.
- Staff provide parents with good amounts of information about both how the provision is run and about their children's progress, and as result, parents enjoy meaningful opportunities to be engaged in their children's learning.

It is not yet outstanding because

- The self-evaluation process lacks, on occasion, sufficient rigour.
- Children's independent use of books is not actively encouraged.

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 compulsory part 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 setting.
- The inspector spoke with staff at various times throughout the observations.
The inspector looked at policies, children's records, staff records, planning documents, self-evaluation documentation and a sample of other welfare documentation.
- The inspector completed a joint observation with the play leader.

Inspector

Leoarna Mathias

Full Report

Information about the setting

Abbotskerswell Pre-school is privately owned and run by a committee of parents. It was founded in the 1970's and is situated in the village hall in the small rural village of Abbotskerswell in Devon. A secure area at the front of the hall is used for outdoor play. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open during term time from 9.15am until 12.15pm with a lunch club from 12.15pm to 1.15pm. There are currently 21 children on roll. The pre-school receives funding for the provision of free early education to children aged three and four

years. There are four members of staff who work with the children all of whom hold a relevant early years qualification.

What the setting needs to do to improve further

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

- Increase the rigour of self-evaluation systems to ensure that any weaknesses in the educational programme are identified and remedied, including improving children's independent use of books.

Inspection judgements

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

All staff have a robust understanding of the learning and development requirements of the Early Years Foundation Stage framework. The whole team, through the maintenance of an effective key person system, works hard to compile substantial observations to assess each child's progress. These assessments are then used to tailor the broad and engaging range of activities to meet the needs of all children. Throughout the session there is a purposeful balance of free play and adult-led small group time that serves to promote children's skills and understanding. Large group times are similarly engaging, as children enjoy storytelling, singing songs that allow them to practise their counting, and discussing the topic suggested by the play leader. Staff readily enter into children's worlds, following their lead as they use their imaginations in the hunt for a 'crown', and, when it can't be found, go on to make one using freely accessible craft and art resources.

Parents are meaningfully engaged as partners in their child's learning, as they are given weekly activities to do with their child at home. They enjoy regular meetings with their child's key worker to discuss their child's progress, and are also given plentiful details as to the workings of the group as a whole. Support for children approaching school attendance is of good quality. Children going on to attend the local school have opportunities to meet their class teacher, and parents receive useful information in relation to this important transition.

Children are settled, engaged and happy as they play. They are motivated to participate in small group activities, where they discuss how to match and sort items, or explore the textures of creative resources. They persist at self-chosen activities for significant periods, such as painting, using craft resources or making channels for water out of pipes and guttering. Their independent use of books is not fully supported, though stories are a part

of every session in some form. They use information technology appropriately to widen their understanding across a number of areas of learning. They enjoy dressing up and using their imaginations to extend a game of hunting for items. They participate fully in visits to the setting by, for example, the guide dog service, and grow in their appreciation of the wider community as a result.

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

The key person system is working well, ensuring that every child is well-known to at least one member of the team. Warm, positive relationships are very much in evidence throughout the pre-school. Children who find it difficult to settle are given substantial assistance, and procedures for gathering information about a child at the point of registration are thorough. This allows key persons to know the needs and preferences of their key children well. Children are given meaningful praise for their achievements, and are helped to learn the routines of the group quickly. They learn how to share, take turns and understand the feelings of others. A strong sense of group belonging is evident, and children are keen to give of their best throughout the session.

Children use large play equipment both indoors and out regularly and show confidence and agility when using it. Good use is made of the outdoor environment throughout the session, and as a result, children are making good progress in their physical development. They are learning how to care for themselves, knowing that they need to wear warm outdoor clothing in cold weather. They enjoy preparing healthy snack items, and understand the importance of washing their hands. Risk assessments are thorough and reviewed each term so as to include the needs of the changing membership of the group, and children are closely supervised. Access to the provision is closely monitored. Toys and resources are in good order, are well organised and accessible.

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

The play leader and her team are skilled at supporting children's development, and systems for monitoring the progress of all children work well overall. Staff meet regularly to share best practice and discuss improvements. They also embrace the support of the Local Authority advisor, taking action to remedy any minor weaknesses highlighted during regular visits. However, they acknowledge that their current approach to self-evaluation is, on occasion, limited in that it is in part dictated by an outside party, or is overly informal. They recognise that this may, from time to time, lead to a weakness in the provision remaining unresolved for longer than necessary. Nevertheless the leadership team demonstrates the skills to accurately assess the provision and they have a positive attitude towards continuous improvement. They also ensure that all staff have regular appraisals and attend regular update training for their ongoing professional development.

The staff team has a secure and up-to-date knowledge of the safeguarding and welfare requirements. They ensure that parents and staff are familiar with policies and procedures

in relation to this issue, and are clear as to how to take action should they have concerns about a child's well-being or the conduct of staff. All documentation that underpins the promotion of children's welfare is in good order, and procedures for ensuring the suitability of staff and volunteers have become more robust since the last inspection.

The Childcare Register

The requirements for the compulsory 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	106073
Local authority	Devon
Inspection number	813277
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	21
Name of provider	Abbotskerswell Pre-school
Date of previous inspection	01/02/2011
Telephone number	07896 519 495

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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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