

Ardley Hill Pre-School

Ardley Hill Academy, Lowther Road, DUNSTABLE, Bedfordshire, LU6 3NZ

Inspection date

Previous inspection date

20/05/2013

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

- Practitioners have a confident knowledge of the Statutory Framework for the Early Years Foundation Stage. They work well with the manager to monitor children's development. This enables them to ensure that all children are offered the support they require in order to make good progress.
- Children are eager to learn and their development is well promoted. They are offered a wide variety of activities that interest and stimulate them because practitioners base their planning securely on children's interests and developmental needs.
- Practitioners interact well with the children, sensitively supporting and encouraging good communication and social skills. Children respond positively to this and, therefore, develop essential skills that support their independent interactions.
- Good use is made of the key person system, enabling practitioners to get to know each child as an individual. This contributes to children feeling secure and settled and supports them in developing positive attitudes to school and future learning.

It is not yet outstanding because

- The outdoor area is not used to the optimum to offer children opportunities to explore natural resources and the natural world and so fully extend their learning in this area.
- There is further scope to develop the assessments to make greater use of updates from parents in order to enhance activity planning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two main rooms and in the outside area.
- The inspector held meetings with the manager and nominated person carried out a joint observation with the manager.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Ardley Hill Pre-School was registered in 2012 on the Early Years Register. It is situated within Ardley Hill Academy in Dunstable, Bedfordshire and is managed by Ardley Hill Academy. The setting serves the local and neighbouring areas and is accessible to all children. It operates from two main rooms and there is a fully enclosed area available for outdoor play.

The setting employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and seven hold qualifications at level 3 or above.

The setting opens Monday to Friday during school term times. Sessions are from 8.50am until 11.50am and from 12.45pm to 3.45pm, with the option of a lunch club from 11.50am to 12.45pm. Children attend for a variety of sessions. There are currently 112 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the use of outdoor area, to offer children further opportunities to investigate natural materials and the natural world
- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home.

Inspection judgements

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

Children are offered effective support because practitioners take time to get to know each child as an individual. This contributes to children feeling secure and being enthusiastic and positive about their play and learning. Teaching techniques are strong because practitioners have a confident knowledge of the Statutory Framework for the Early Years Foundation Stage. They are skilled in knowing when to intervene and when to leave children to play, enabling them to develop their ideas, solve simple problems and work together. For example, children have time to explore toy trucks. They work out how to

join two trucks together and are so fascinated that they work together to join all the trucks, counting them as they go.

All children are supported well in developing the skills needed to learn effectively and to achieve. Practitioners model a positive approach and encourage children to persevere at tasks. For example, children trying to complete puzzles are offered lots of praise and are gently encouraged to keep trying. They are so pleased when they succeed that they repeat the activity and ask for more puzzles. Thoughtful interaction from practitioners extends children's learning and encourages them to think further and develop their play. For example, children use a construction set to make individual towers and go on to join the towers. A practitioner then encourages them to compare the sizes and suggests further resources. The children become engrossed as they use a tape measure to check the size of the towers and toy tools to help with their construction. Children's learning is further extended as practitioners review the daily procedures and consider how these can be utilised to support children's development. For example, after noticing that children were not actively participating in 'tidy up time', practitioners introduced stories to help children understand and empathise with others. This time of the day is now a productive time, with children actively involved in putting away the resources and gaining a much greater appreciation of the importance of caring for these.

Practitioners' good interaction supports children in developing their language and communication skills. For example, children thoroughly enjoy opportunities to talk about family members and recent events. During these discussions, practitioners sensitively encourage the children to listen to each other and to wait for their turn to talk. Children who use English as an additional language are well supported in developing their vocabulary. Practitioners respect the child's home language. They work with parents to assess the child's development in this before planning how best to support them in developing their use of English. Children who have special educational needs and/or disabilities are offered consistent and effective support so that they make good progress. For example, practitioners work in partnership with parents to develop targets for each child. These are included in the daily planning and are frequently updated to ensure that children's development is always extended.

Children's starting points are assessed well as practitioners have good procedures to gather a range of information from parents. This information is used to inform the initial planning and to monitor children's progress. The setting's good communication procedures mean that parents have opportunities to share daily news about their children and regularly view their child's assessment files. The setting also uses its website to provide details about current plans and themes, so that parents can extend their child's learning at home. However, the assessment procedures do not take full account of all updates from parents about how their child has been learning and developing at home. Consequently, practitioners are not able to include this full range of information in their planning and so promote children's development to the optimum.

Ongoing assessments of children are used well to ensure that their current interests and needs are included in the planning. This means that they are offered play opportunities that engage them and promote their development in all areas of learning. Practitioners review all activities on a daily basis to ensure that children are offered balanced

opportunities to explore independently and to participate in structured activities. Children, therefore, take an active part in their own learning and are well prepared for school and future learning. Children are offered a wide variety of opportunities that promote their physical development. For example, their skills in balance and coordination are developed as they participate in physical exercise sessions, where they climb, jump and explore ways of moving along balance beams. Children are offered a range of opportunities to learn about different ways of life. For example, they try on costumes from around the world, going on to discuss the traditions and cultures of each country.

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

The key person system is used well, supporting good partnerships with parents. This helps to ensure that practitioners understand each child and offer consistent and appropriate support. Children are, therefore, secure and form good relationships with practitioners. Key persons monitor children's progress and observe their daily play, making sure that they are settled and happy at the setting. Children are encouraged to make independent choices and to express their preferences and views. This supports them in developing a positive attitude to learning and prepares them well for the transition to school. This is further supported as the setting works closely with local schools. They invite prospective teachers to visit children at the setting, enabling them to understand children's needs before they start school. Consideration has been given to ensuring that the setting's indoor areas are stimulating and well-equipped. Children, therefore, have opportunities to choose their resources, explore and experiment. However, the outdoor areas are not used to the maximum to make full use of opportunities for children to explore natural resources and the natural world and so extend their knowledge of these areas.

Children are offered praise and encouragement for their efforts and achievements, therefore promoting their self-esteem and positive attitudes. The sensitive support from practitioners encourages children to work together and they happily share the toys and equipment. New children settle well because practitioners work with parents to find out about their interests and needs, ensuring that these are reflected within the planning. For example, practitioners ensure that favourite toys are easily accessible. Key persons also ensure that they are available to help children separate from their parents and settle at the start of each session. Children's transitions within the setting are supported well as they play in mixed age groups. This offers them opportunities to learn from each other and develop skills that support their learning and social interactions.

Practitioners act as good role models, showing a genuine care and respect for all. Children respond to this and develop a good appreciation of the needs and feelings of others. Simple explanations from practitioners enable children to understand how their behaviour affects other people. Children are well supported in developing their self-care skills. For example, they help serve their snacks, carefully tidying away their cups and bowls afterwards. They are offered good opportunities to learn about healthy lifestyles. For example, their understanding of the importance of exercise is promoted as they participate in physical activities, such as, parachute games and music and movement sessions. They note the effect this has on their bodies, such as, raised temperatures and increased heart rates. Ongoing explanations and specific activities support children in gaining a good

understanding of keeping themselves safe. For example, they discuss what to do if they become lost or separated from their parents. The use of associated stories and craft activities offers children further opportunities to discuss this and gently reinforces their understanding.

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

The manager works well in partnership with Ardley Hill Academy, who manage the setting. This means that all have a good understanding of roles and responsibilities and can support each other in developing the setting in order to offer the best childcare they can. The manager ensures that practitioners are supported in all areas of their work. For example, frequent supervision sessions for each practitioner mean that she fully understands and values their work and supports them in further developing their professional practice. Team meetings are used well so that the manager and practitioners can work together to ensure that they are meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. This enables them to check that they are promoting children's health, welfare and development to a good standard.

Feedback from parents and children is actively included in the setting's comprehensive self-evaluation. This gives a thorough and representative overview of their strengths and weaknesses. The manager uses this information to develop clear action plans that lead to improvements in the provision for children. For example, recent changes include the daily evaluation of all activities and resources. This information further informs the planning and means that this reflects children's current needs and interests and so promotes their individual development. Children's welfare is promoted well because arrangements for safeguarding are thorough. Good procedures for induction, training and supervision ensure that all practitioners fully understand their responsibilities and are clearly aware of the process to follow should they have any concerns about a child. There are stringent procedures to ensure that all practitioners are suitable to work with children. Thorough risk assessments and daily safety checks ensure that hazards are minimised or removed. Children, therefore, enjoy their time and play confidently in a safe and well-maintained environment.

The manager monitors the daily planning and regularly checks each child's progress. This ensures that all children are offered a wide range of activities that support their good progress towards the early learning goals. Practitioners are experienced in liaising with other professionals in order to support children and their families. For example, they work with the local children's centre. There are clear procedures for sharing information with others caring for the children. For example, practitioners exchange assessment information with childminders, enabling them to work together to promote children's development. Good partnerships with parents mean that they are kept well informed of their child's progress and are involved in decisions relating to the setting. For example, the recently-formed 'Parents Committee' actively seeks the views of parents and is involved in reviewing the setting's progress and making changes to procedures.

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 action. 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	EY452610
Local authority	Central Bedfordshire
Inspection number	893876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	112
Name of provider	Ardley Hill Academy
Date of previous inspection	not applicable
Telephone number	01582667955

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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, which are usually the childminder's 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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