

Aspley Guise Pre-School

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

Inspection date	18/06/2013
Previous inspection date	09/01/2013

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

- Teaching is strong as practitioners have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They work well with the manager to plan appropriate activities and monitor children's development. They can, therefore, ensure that all children are supported well and make good progress.
- The key person system is used well, supporting practitioners in working with parents and getting to know each child. This contributes to children feeling secure, happy and settled and thereby developing a positive approach to their play and future learning.
- Children are confident and eager to explore and learn. They participate in a wide variety of activities that interest them because planning is based securely on children's interests and developmental needs.
- Children respond positively to the good interaction from practitioners. This promotes the development of their communication and social skills, supporting children in independent interactions and in forming appropriate relationships.

It is not yet outstanding because

- Children are not always able to independently access an extended range of resources outside. This means that their learning in this area is not promoted to the optimum.
- 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.

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 room and in the outside area.
- The inspector held meetings with the manager and nominated person and had a telephone discussion with the secretary of the voluntary management committee.
- The inspector talked with children present and carried out a joint observation with the manager.
- 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

Aspley Guise Pre-School was established over 25 years ago. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a dedicated unit adjacent to Aspley Guise Lower School, and is managed by a voluntary management committee. The setting serves the local and surrounding areas and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play. The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and three hold qualifications at level 3 or above.

The setting opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.15pm to 3.15pm, with the option of a lunch club from 11.45am to 12.15pm. Children attend for a variety of sessions. There are currently 56 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:

- extend children's access to resources in the outdoor area, enabling them to make further choices that enhance their learning and promote their all-round development
- 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 work well with parents and get to know each child as an individual. This contributes to children feeling happy and secure at the setting and being enthusiastic about their play and learning. Teaching techniques are strong because practitioners have a thorough understanding of the Statutory framework for the Early Years Foundation Stage. Children are supported well in developing the required skills to learn effectively and to achieve. Practitioners model an inquisitive approach, encouraging children to experiment and try things for themselves. For example,

when playing with water and guttering, a practitioner wonders what would happen if the guttering was moved to a different position. Children try this and work out that by moving each pipe, the water flows at different speeds and in different directions.

Practitioners' clear explanations and good interaction mean that children understand the activities available and can, therefore, actively participate. For example, when playing a parachute game, a practitioner gives children clear and simple instructions and checks to ensure they understand. Children thoroughly enjoy themselves as they shake the parachute quickly and slowly. They go on to shake a dice on the parachute, carefully counting the number of dots the dice lands on and holding up the corresponding number of fingers. The practitioner extends this by asking children to use the fingers on both hands to show different ways of illustrating the numbers. Thoughtful planning means that children take an active role in activities, exploring and finding out for themselves. For example, children and practitioners work together to make a book about bugs and insects. They look for these outside, taking photographs and using clipboards and pencils to draw their own illustrations. They discuss the different insects and older children eagerly discuss how spiders catch flies in their webs and then eat them.

Practitioners' good interaction supports children in developing their language and communication skills. For example, at snack time, children enjoy opportunities to talk about recent events in their lives. During these discussions, practitioners encourage the children to wait for their turn and to actively listen to what others are saying. Children, who use English as an additional language are well supported in developing their vocabulary and language skills. Practitioners are sensitive to each child's level of language development and make sure that they explain any new vocabulary and that the child fully understands this. Children, who have special educational needs and/or disabilities are consistently offered effective support, so that they make good progress. For example, key persons work in partnership with parents and other professionals involved, in order to develop relevant targets for each child. These are included in the daily planning and are updated regularly to ensure that children's development is always extended.

Good procedures to gather a range of initial information from parents mean that children's starting points are assessed well. This information is used to inform the planning and to help 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 provides weekly newsletters that give details about current plans and themes, supporting parents in extending 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.

Practitioners diligently observe children as they play. They assess this information and use it to ensure that children's current interests and needs are included in the planning. This means that children are offered activities that capture their attention and promote their development in all areas of learning. Practitioners review the activity planning to ensure that children are offered balanced opportunities to play independently and to participate in adult-led activities. This means that children take an active part in their 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, they enjoy music sessions, where they participate in action rhymes and move and dance in time to music. Children are offered a creative variety of opportunities to learn about different ways of life. For example, they visit a Mongolian Yurt and discuss the traditions and ways of life of the people who live in these homes. They then follow this up by examining a world map to locate Mongolia and compare this to the position of other countries.

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

Practitioners make good use of the key person system, supporting them in working well with parents. This helps to ensure that the needs of each child are fully understood and they are offered consistent support. Therefore, children are secure and form good relationships with practitioners. The key person for each child monitors their progress and observes their play, ensuring that they are happy and settled. Practitioners encourage children to make independent choices and to express their ideas and preferences. This supports children in developing a positive attitude to learning and prepares them well for the transition to school. This is further supported by the setting's good procedures that promote children's independence. For example, children quickly become competent in finding their own folder, which they use to store work to take home. The setting's indoor areas are easily accessible, ensuring that children can make choices and explore further. However, resources are not as easily accessible in the outdoor area. This means that children are not able to make as many independent choices and extend their play and learning outside to the maximum.

Children gain a good understanding of appropriate behaviour as practitioners offer them simple explanations. The setting's thoughtful daily procedures also support children in learning to share and negotiate. For example, children fetch their own sand timers so that they can organise fair turns on the computer and outdoor play equipment. Children are supported well in developing their self-care skills. For example, they fetch their own tissues to wipe their noses, carefully throwing these away afterwards. They are offered good opportunities to learn about healthy lifestyles. For example, they gain an understanding of the effects of exercise as they note their raised temperatures and increased heart rates after running around. They help grow and harvest their own fruit and vegetables, promoting their awareness of healthy eating. Ongoing explanations and activities help children to develop a good understanding of safety. For example, they can explain why they wear high visibility jackets when they go for walks beyond the setting's boundaries.

New children quickly settle because key persons work with parents' to find out about their interests and needs, ensuring that these are reflected in the planning. The settling-in process is also aided as practitioners have made a book that illustrates the resources and different areas of the setting. Children and parents borrow this before the child starts, enabling them to become familiar with their new surroundings. Children's transitions within the setting are supported well as they play in mixed age groups. This means that they learn from each other and develop skills that support their social interactions.

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

The manager sets high standards for the quality of care offered. She uses frequent supervision sessions to ensure that practitioners are supported in all areas of their work. Her thorough monitoring of practitioners' performance means that they are supported well in developing their practice. For example, the annual appraisal system is used to review training needs. The manager, practitioners and the voluntary management committee work well together. This creates a positive environment, with all feeling supported and having a good understanding of the roles and responsibilities of others. It also supports them in reviewing the setting's policies to ensure that they are meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Thorough self-evaluation covers all areas of the setting's work and includes the views of children and parents. This means that the manager has a clear picture of the setting's strengths and weaknesses. She then develops action plans that lead to improvements in the provision for children. For example, recent changes include improved planning procedures that more clearly note children's next steps and interests. This means that their individual development is further promoted.

The manager monitors children's records to check that they are offered a wide range of activities that support their good progress. Practitioners are experienced in liaising with other professionals in order to support children and their families. For example, they work closely with speech and language therapists. There are also good procedures for sharing information with other providers. For example, practitioners use a communication book to share information with childminders, enabling them to work together to promote children's development. The good partnerships with parents' means that they are kept well informed of their child's progress and activities. Frequent newsletters, informative displays and a practical website support this area.

Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child. A recent Ofsted investigation relating to suitability checks for staff and committee members required Ofsted to set the provision an action to ensure that these checks are completed. The provision has taken appropriate action and is now fully compliant with the requirements. There are robust procedures to ensure that all practitioners are suitable to work with children. These procedures extend to committee members and volunteers, who are all stringently checked. This is further supported with a comprehensive 'Committee Handover Pack' that ensures all new committee members are checked and are fully aware of their roles and responsibilities. Thorough risk assessments ensure that the setting is safe and secure. This means that children enjoy their time and have a positive experience that forms a sound platform for their future learning.

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 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	EY100478
Local authority	Central Bedfordshire
Inspection number	921063
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	56
Name of provider	Aspley Guise Pre School Committee
Date of previous inspection	09/01/2013
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, 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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