

Austrey Pre-school

St Nicholas Close, Austrey, Nr Atherstone, Warwickshire, CV9 3EQ

Inspection date	02/07/2013
Previous inspection date	14/10/2010

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

- Staff demonstrate a clear understanding of how children learn and therefore, plan a range of exciting and interesting activities that motivate children to play, learn and have fun.
- Children are valued as individuals and as a result, are very confident. They readily express their views, opinions, needs and preferences.
- Staff are effective in supporting children through questions and prompts, helping to develop children's ideas and thinking and extend their understanding.
- Healthy eating is very much a focus for children's learning. Growing their own produce on their allotment, combined with regular well-planned activities, such as food tasting, helps to continually reinforce this ethos.
- Children have numerous opportunities to count reliably and use mathematical concepts to solve a range of problems, such as counting on or back to find an answer, or working out who is taller or smaller.

It is not yet outstanding because

- There are a lack of visual displays to promote diversity, which means that opportunities to raise children's awareness of people's differences are missed.
- There is scope to further broaden children's awareness and curiosity about the world around them, in particular, their local community.

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 spoke with the nursery manager, staff and children.
- The inspector observed activities inside and in the outdoor play area.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents.
- The inspector looked at policies and procedures, accident book, risk assessments, staff and children's details, children's development records and the complaints log.

Inspector

Sally Smith

Full Report

Information about the setting

Austrey Pre-school was registered in 2003 on the Early Years Register. It operates from a purpose-built, single-storey building in the grounds of Austrey Church of England school and is managed by a committee. The building is shared with a children's centre. There are both steps and a ramp providing access to the premises. There is an area available for outdoor play.

The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am to 3.10pm. Children attend for a variety of sessions. There are currently 26 children on roll. The nursery provides funded early education for three- and four-year-old children.

The nursery employs four members of childcare staff, all of whom hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- increase the range of visual displays to raise children's awareness of people's differences, such as race, gender and disability

- provide further opportunities for children to explore and observe features in their local environment to enhance their awareness of the local community and the world around them.

Inspection judgements

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

Warm and nurturing relationships ensure that staff know the children well. This means that children quickly develop confidence and make good progress in all areas of their learning. Staff pay a high level of attention to checking on the rate of children's individual progress in all that they do. They take account of observations undertaken on the children, so that activities are planned to help them move on to the next stage in their learning and achieve as best they can. Weekly planning, supported by photographs of activities are displayed, so that parents and carers have an overview of what children are doing. Parents are encouraged to record positive observations of their child playing and learning at home, along with any significant achievements they may have fulfilled. These are placed on the 'observation tree', which takes pride of place in the entrance, for all to see. This ensures children's achievements are valued and recognised, while also helping

parents feel involved in the progress their children are making. These are transferred to children's learning journals, to further assist staff in planning activities in accordance with children's interests. Staff plan well together to provide exciting, practical activities for children. As a result, children are motivated and interested in their learning.

The quality of teaching is good. Careful and considered use of questioning means that children can respond in different ways and deepen their involvement in activities. It also ensures that staff are clear about how well children understand what they are doing and what their interests are. Staff get down on the floor, so that they are at children's level and as a result, are able to further involve children in their play, exploration and investigation. Children chat together happily during activities and concentrate on an activity for increasing periods of time. Staff give strong support by responding to children's ideas and thoughts and helping them to express their ideas, for example, they assemble and join together a train track. They enjoy working together and help each other to solve problems. One of the trains becomes stuck and then falls off the track. Children use their imaginations as they decide they need a 'rescue truck'. Small world figures are incorporated into their play, to extend their ideas. Children see that the bridge is up, so they need to move the train backwards rather than forwards. Another child observes that one of the signs on the line says no entry and says to their friend, 'uh oh you can't go there look'. Staff draw children's attention to the writing on the side of the train. This helps children to understand how print is conveyed in different ways and is used all around them. Staff make good use of opportunities to promote children's awareness of print as this is displayed on labels, signs and bags. Effective visual displays further consolidate this area of children's learning as the graphics table displays well-known logos that they are familiar with. Staff also promote numbers through displays, showing children the numerous ways these are used and where they can be seen, for example, on telephones, rulers, till receipts and vehicle number plates.

Children thoroughly enjoy listening to well-known stories, when staff model language highly effectively and test out children's understanding of words. As a result, children are introduced to an ever-widening vocabulary, which in turn helps to support their good communication and language development. Children are quick to recall events when questioned. For example, they remember that it is the monkey, who ate the mango and are able to explain why the main character in the story is very surprised at the end of her journey. To further reinforce children's understanding and help them make connections in their learning, staff follow on from the story, with an activity to explore a range of tropical fruits. Staff check children's understanding of the names of the fruit, before encouraging them to see how these feel and smell. One child confidently observes that the pineapple is 'spikey and very heavy'. Staff further extend children's learning by encouraging them to compare if the pineapple is heavier than the apricots, therefore, helping them to learn about weight and size. Very good use is made in all activities to promote children's mathematical development. They regularly talk about number, sorting and describing shapes during their play. For example, they show confidence in counting to 10 and staff make the most of chances to extend children's understanding of concepts, such as 'one more' and 'one less' through questioning in everyday situations. For example, when singing songs, children are asked to decide how many more children are required 'in the bed' to make 10 and then how many are left, each time a child 'rolls out'.

Staff are particularly good at following up children's interests and use this information to plan activities, which are relevant and stimulate them to learn more. For example, children are very curious about one member of staff's pregnancy, regularly asking questions and showing considerable interest in the baby's progress as it grows in her tummy. As a result, staff and children have made their own 'baby clinic' in the role play area. A display of photographs of children as babies provides a focal point. This promotes discussion and enables children to look at differences. Children learn to look after their 'babies' as they are weighed, measured, dressed, fed and bathed. Their learning is further enhanced through a visit from a health visitor and baby, so that they can observe at first-hand, how small babies are and watch as their care needs are met. This helps children in learning how to show care and consideration for others, while also promoting their understanding of growth and changes over time. Children show an interest in their own growth and development. For example, a group of children are keen to determine, who is the tallest and smallest. A member of staff assists the children by guiding them to the height-chart and helping them to make comparisons.

Children make good progress in their physical development, learning to develop control and coordination as they move their bodies in different ways. They gleefully participate in music and movement sessions, whereby they learn to listen and follow instruction. Children touch the correct parts of their body as they sing, 'Heads, shoulders, knees and toes' and then whisper the actions, followed by performing the song at high-speed. They laugh and giggle and revel in the praise from staff for doing this task well. They are keen for more, and this activity lasts for a considerable length of time, showing their enthusiastic aptitude to learning. Children enjoy the outdoor environment and good use is made of the garden to develop their senses, as they investigate, explore, construct and build. They have opportunities to explore their world, for example, looking for mini-beasts and growing seeds and plants in their allotment. Occasionally, children go for walks in the village, although, there is scope to arouse their interest further to enhance their awareness of the local community and the world around them.

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

Children's personal, social and emotional development is particularly well promoted. Staff are skilled at establishing warm and secure relationships with children and their parents and carers. This helps them to feel confident and safe and provides the environment in which good learning can be developed. An effective key person system works successfully. A two-way flow of information between the setting and home ensures that transitions run smoothly, enabling children to settle in to the routine of the nursery well.

Staff organise an attractive and inviting environment that is exciting and rich in learning opportunities. Careful planning ensures that each space has a clear purpose and provides children with choice to try new experiences. Children quickly develop independence because staff encourage them to adopt a 'can do' approach in all that they do. Displays of children's work, photographs and the activities they are involved in, are clearly evident around the room. This helps to promote a sense of belonging. Resources are plentiful and in most instances, stored at children's level, so that they can make choices in what they do. All storage boxes and drawers are labelled with pictures, so that children are aware of

the contents inside. Children are confident in finding the things they need and using them successfully. In general, there is an appropriate commitment to promoting diversity through discussion, books and other resources. Children learn to be respectful of each other and accept differences of views and opinions. A number of celebrations and festivals are enjoyed by the children to promote their awareness of different cultures and customs. For example, they learn about Chinese New Year, Diwali and the significance of these events. However, there are limited displays of people's differences, such as race, gender and disability to reinforce children's awareness and show that the nursery actively promotes inclusion.

Routines are well established and this further supports independence and a calm and purposeful atmosphere. For example, children know that they may have a drink whenever they wish. Healthy eating is promoted at all times, through the snacks children eat, to the regular discussions and activities that take place. Children enjoy different food tasting experiences, developing their confidence to try new foods. They tend to the fruit and vegetables grown on their allotment and when these are ripe, children help to prepare and then eat the produce. On occasions, children take the produce home to share with their families, taking pride in their success and hard work. Children always have a choice of fruit for their snack and wash their hands before sitting down to eat. They take turns in giving out the fruit, and all children help themselves sensibly and largely without adult supervision. Similarly, children enjoy taking responsibility and listening out for the musical signal to tidy away their toys, which they do without prompting. Children create their 'golden rules', which helps them to take responsibility for their actions and behaviour. Staff are sensitive to individual children's needs, development and level of understanding when resolving any conflict, frustration or upset that they experience. Parents and carers value the opportunity to understand how the setting manages children's behaviour and where applicable, they are encouraged to apply the same strategies at home, so give their children consistent routines. Children are encouraged to be confident and to express their views, preferences and needs. For example, a child says to staff, 'don't start yet cos I'm going to the toilet' and staff await their return before starting the activity.

Children learn to keep themselves safe in a range of situations. They move safely around the space with care. One of the golden rules is not to run inside and children are quick to remind each other of this. Staff talk to children about the toys and equipment they use and how to handle these with care. For example, they learn how to chop fruit safely, using one hand to hold the fruit and stop it from slipping, while using the other to handle the knife. Children are observant and notice when something is broken and unsafe to use. While playing outside, they are reminded to carefully tip and roll the large wooden drums rather than try to pick them up. 'Little Green Bear' provides age-related activities to promote children's awareness of road safety. In addition, visitors, such as the fire and ambulance service, help children in understanding how to keep themselves safe in a range of situations and promote their general well-being.

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

Staff are fully aware of the safeguarding procedures and through discussion, it is evident that these would be implemented effectively should the need arise. They are confident in their knowledge of the signs and symptoms of abuse and their responsibility to report any concerns to the relevant agencies, so that children are protected from harm. Each member of staff has attended up-to-date safeguarding training, so that they are aware of all potential risks to children and how these can be minimised. Policies and procedures are updated accordingly to include the use of mobile telephones and cameras within the setting. Staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleague's conduct. Risk assessments are carried out for the setting and reviewed on a regular basis to ensure that child can play in a safe and secure environment. In light of recent complaint, the procedure for recording and reporting accidents has been reviewed. The concerns related to the pre-school failing to notify Ofsted of a serious accident and that they had not followed appropriate first aid procedures. Concerns also highlighted a lack of staff supervision. Ofsted carried out an unannounced visit and found there were two breaches of requirements linked to the concern. Therefore, two notifications to improve practice were raised. In addition, Ofsted issued a low level warning letter regarding the pre-school's failure to notify Ofsted of a serious accident within 14 days. Staff are now extremely vigilant in ensuring that all accidents and incidents are recorded appropriately. Information pertaining to the accident is logged for each child on individual sheets to ensure confidentiality is maintained. Staff are fully aware of notifying Ofsted and other relevant agencies, should the accident or injury be serious. Staff also have up-to-date first aid certificates. Children are well supervised and correct staff:child ratios are maintained. These practices ensure children's safety is effectively promoted.

Establishing a positive partnership with the local school is important in helping children to be well prepared for transition into school life. The pre-school work closely with the reception class teacher throughout the year on an induction programme to help aid this process. Workshops are designed to provide parents with ideas and suggestions to support their child, so that any anxieties and uncertainties they may feel at this time, are reduced. For example, parents are advised to take photographs of the classroom, coat pegs and toilets and put these in a scrapbook. Parents and children are encouraged to look at and discuss these during the holidays, so that children can begin to familiarise themselves with the different areas within school. This helps to reassure them of the changes ahead. In addition, parents are provided with fun activities to complete with their child to support their learning. Staff within pre-school regularly talk to and share books with the children about moving to school. This provides further opportunities to promote the positive aspects of school with children while also allaying any of their fears.

Effective arrangements are in place for the performance management of staff, leading to appropriate opportunities for training and professional development. Staff willingly attend any training available to develop their knowledge and understanding of current best practice. They refine and improve what they do to enhance the quality of care, learning and development for all children. Similarly, the systems in place to check on children's progress and help the pre-school to account accurately for its performance are increasingly robust. The manager ensures that all the requirements of the Statutory framework for the Early Years Foundation Stage are effectively implemented. In consultation with staff, she ensures that the educational programmes provide a wide-

range of activities to support children's ongoing development. Peer observations and rigorous monitoring of staff practice ensures that they are able to fulfil their roles competently and children's learning is extended and challenged.

The manager welcomes staff, parents and children's contributions, ideas and suggestions, helping them to feel valued and motivated. Staff are continually striving for excellence, and self-evaluation provides opportunities to reflect on their successes. Equally, it enables staff to identify where they want to drive forward improvement. Staff approach all areas of their work with enthusiasm and vigour. They ensure that children are at the heart of all that they do and the quality of their learning environment is continually enhanced.

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	EY248547
Local authority	Warwickshire
Inspection number	925008
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Austrey Pre-school Committee
Date of previous inspection	14/10/2010
Telephone number	01827839461

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

