

# All Aboard

Hooe Primary School, 40 Hooe Road, PLYMOUTH, PL9 9RG

## Inspection date

Previous inspection date

17/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are provided with highly stimulating and enjoyable first-hand learning experiences by staff who know them extremely well and have a very good understanding of how children learn. Therefore, children's individual learning and development needs are significantly enhanced and they make excellent progress.
- Very close relationships and attachments with staff ensure children are happy and secure and, as a result, they are fully involved and confident at the pre-school.
- Partnerships with parents are superb. The very effective sharing of information and excellent involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met very effectively.
- Highly effective and sharply focused self-evaluation and monitoring of the provision means that children continue to receive high-quality learning experiences. Parents and children have an active voice in the evaluation of all aspects of the pre-school; this means their opinions are really valued and they have a real say about changes within the pre-school.

## 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 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 indoors and in the garden.
- The inspector interviewed the manager and deputy and spoke to staff.
- The inspector took part in a joint observation with the manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Katherine Lamb

## Full Report

### Information about the setting

All Aboard was registered in 2013. It is set in the grounds of Hooe Primary School, Devon, with which it has close links. The manager is also the owner. The pre-school is registered to provide care for children aged two to five years for up to 30 children. The pre-school is open from 08:30 to 15:20 from Monday to Friday term time only. Funded sessions for two, three and four-year-olds are available. The pre-school is on the Early Years Register and the compulsory part of the Childcare Register. There are currently 51 children on roll. The pre-school supports children with special educational needs and/or disabilities. The pre-school occupies its own self-contained premises, which comprise of a playroom, kitchen and children's bathroom. There is a large enclosed garden with play equipment, which all children have access to. There is easy disabled access to the pre-school. There are 6 staff members, five of whom hold appropriate early years qualifications and one is currently in training. The manager has an Early Years Degree.

### What the setting needs to do to improve further

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

- Strengthen the use of questioning so all staff consistently extend children's learning.

### Inspection judgements

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

Children thrive and are well-motivated to learn in this extremely high-quality pre-school. The highly effective teaching throughout the pre-school ensures children are making excellent progress in their learning and development. The staff have superb skills and knowledge of the learning and development requirements and a first-rate understanding of how children learn. The stimulating environment, both inside and outside, ensures that all children make rapid progress towards the early learning goals. All of which ensures children are well prepared for entry into school and their future learning.

Children's learning is enhanced as the staff have a very high level of understanding of promoting children's interests and ideas. For example, a pet theme is devised after children had shown an interest in talking about their pets with their friends. This is extended with visitors coming to the pre-school to introduce them different pets and animals. Children also bring in photos of their pets to discuss and show to their friends and staff. Their learning is also enhanced by the children learning to care for the pre-school guinea pigs. They grow carrots to feed to them and understand the importance to giving them fresh water each day. They help staff to care for them and give them fresh air

and exercise daily. The role play area has also been turned into a 'vets' where staff help children to learn how to care for animals and how to look after them.

Throughout the pre-school, children's creativity is enriched as they express themselves freely in imaginative play, art and craft. They easily access and freely choose an excellent range of resources with which they can explore and investigate. Throughout the activities staff are skilful to provide support and encouragement when needed and know when to step back to allow the children to experiment for themselves. Staff generally encourage the children to think by asking effective questions, although there are a few isolated occasions when individual staff members do not take every opportunity to ask open and challenging questions to encourage children to think more deeply and respond at length.

Through well-planned, purposeful activities and the engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a fast rate. Staff constantly talk to and converse with the children in their activities. Children's language and communication is fostered efficiently by staff supporting them with the pronouncing of words. The wide use of the written word, including children's names, assists them in early reading and writing. Throughout the pre-school, there is written text. For example, children use their names for self-registration and to indicate when they have eaten snack. Staff extend children's use and understanding of mathematics extremely well. They ensure they are highly confident and capable in their use of number, names, counting, sorting and matching during planned and spontaneous activities. For example, counting how many children are here today and then splitting the number to represent boys and girls.

Detailed information is gathered from parents when children start attending the pre-school, which provides staff with a clear baseline for their learning. Staff know the children extremely well and provide individualised play opportunities to enhance their progress. In addition, children's progress and development are observed and monitored effectively, with development records updated regularly. Activities are planned using children's individual next steps as a guide. Staff consult children about what they have enjoyed and seek their ideas for activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. Detailed summative reports and the progress checks at age two are completed by key persons, using the information gained through the detailed observations made of children's learning and by consultation with parents. Staff provide interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities.

Partnerships with parents are highly effective. Staff exchange daily information share children's progress records with parents at parents' evenings and informally. Parents are able to access their child's records at any time. Staff's strong commitment and extremely effective communication with parents ensure that children's learning and development benefit as involving them enables them to play a full and active role in their child's learning. For example, parents receive information leaflets about learning and development, different activities and care when they start the setting. School staff routinely visit the pre-school. Development files and summative reports are shared with other providers when the children leave the setting, after consultation with parents.

Partnerships with other agencies are very proactive. This means that individual children, including children with special educational needs and/or disabilities learning needs are fully met.

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

Throughout the pre-school, children are extremely happy and very well-settled. They are highly confident as they engage in conversations with staff and visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Staff know the children very well and, therefore, are able to meet their care and learning needs effectively, including those children who have special educational needs and/or disabilities. Children thrive in the pre-school and enjoy the different experiences offered as staff give consistent support and provide an environment that meets their learning and development needs very well. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote a good level of well-being. Physical skills and exploration are exceptionally well-promoted as children use small and large physical equipment that build their skills superbly. All children have access to a rich outdoor environment, where they are challenged and learn to take risks safely as they use the equipment. This includes, balancing equipment, a large castle, bikes and basketball.

Children demonstrate through their behaviour that they feel safe and secure within the pre-school. They behave well because they are settled. Staff build respectful and caring relationships with all the children and their families. Children are learning about safety and self-care by excellent routine activities and discussion. Children are very effectively learning to take risks safely. For example, riding bikes down slopes in the garden. Through staff support they develop a high understanding of how to assess risk. Children are very effectively learning about self-care and personal hygiene by consistent routines and staff reminders. Older children know to wash their hands before having snack or lunch because they might be dirty. Younger children are still learning this and so are prompted by staff. Meal times are social occasions and children are encouraged to be independent in serving themselves and eating, all skills that they will need when they move to school. Individual dietary needs are well known by all staff. The pre-school has an extremely high focus on promoting healthy eating involving parents in this through information leaflets. Children also learn this through growing their own vegetables in the pre-school garden.

Children are exceptionally well-prepared for transitions from home to the pre-school. Settling in visits and play sessions are provided for as long as they are needed to ensure children are settled and parents reassured. Staff are extremely alert to ensure that children's emotional well-being is promoted and assured, including children with special educational needs and/or disabilities. Older children are prepared well emotionally for school as teachers come to visit them and get to know them before the move.

### **The effectiveness of the leadership and management of the early years**

**provision**

This is a very well-led and managed pre-school. The manager is highly involved in the practices of the provision. She takes great interest in the delivery of the Statutory Framework for the Early Years Foundation Stage and how staff are implementing it through their regular, focused monitoring of staff practice. Appraisals are held for all staff and the observations made by the manager of staff performance, clearly focus on their professional development. This ensures they are able to maintain and improve their already excellent knowledge and practice. Staff training is well-embedded and managed, ensuring that all staff have the skills to meet children's needs. The manager and staff know every child and parent in the pre-school very well and use this knowledge to support and progress individual children with their care, learning and developmental needs. The planning of activities and children's progress is tracked effectively to ensure that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. All of this means that children's needs are quickly identified and exceptionally well met.

Children's well-being and safety is highly supported as the pre-school has excellent staff recruitment procedures and effective ongoing suitability checks that ensure staff are suitable for their role. Staff undertake an inclusive induction procedure which clearly identifies their role and responsibilities. The manager and staff readily give advice and support to ensure that they interact and communicate well with the children. The manager ensures that details of the staff, including their suitability to be with the children, are in place before they commence at the pre-school. Staff have a very strong, secure knowledge of child protection issues. This is enhanced by safeguarding and child protection training. This ensures that staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is extremely well assured. There are secure collection procedures which make sure children are collected by a known adult. In addition, very efficient safety procedures, routines and detailed risk assessments enable staff to provide a safe environment. There is a wide range of policies, procedures and records which proactively support the safety of the children and the management of the pre-school.

The superb partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the staff's care. There is excellent communication with parents which ensures continuity of children's care, learning and development. Regular newsletters, and the two-way sharing of written and verbal information, enhance parents' experience and extend children's learning. They also hold regular parent evenings.

The pre-school has very good monitoring and evaluation in place. All staff are included in the self-evaluation process of the provision. Parents' views about all aspects of the pre-school are sought by questionnaires. All of which ensures that parents and children have a real say and effectively, alongside the manager and staff, ensure the pre-school continues to provide the highest quality learning opportunities and care for children.

## 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 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

<b>Unique reference number</b>	EY464386
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	919202
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Ahoy Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752 408420

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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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