

# Abbotts Ann Nursery School

War Memorial Hall, Abbotts Ann, ANDOVER, Hampshire, SP11 7AZ

## Inspection date

24/10/2013

Previous inspection date

21/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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

- Management and staff develop highly effective partnerships with parents, which fully support children's learning at home and at the pre-school.
- Effective management and leadership at all levels underpins the smooth operation of the setting and supports a strong staff team.
- Children flourish in an atmosphere that encourages learning through play.
- Staff plan and implement activities that promote children's learning, taking children's interests into account.

### It is not yet outstanding because

- Although children wipe their hands routinely, they do not always wash their hands with soap and water to help them understand how to prevent the spread of germs more effectively.
- Staff do not currently provide an extensive range of words and letters throughout the setting to enrich children's experiences and help them become familiar with seeing and using these.

## **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 indoors and outdoors.
- The inspector spoke with parents, the manager, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.
- The inspector held a meeting with the chairperson regarding leadership and management.

## **Inspector**

Marilyn Joy

## Full Report

### Information about the setting

Abbots Ann Nursery School registered in 1983 and is managed by a voluntary committee of parents. It operates from the War Memorial Hall in Abbots Ann, near Andover, Hampshire. It uses the main hall and outdoor play area. The setting opens five days a week during term time only, from 9am until 3pm. There are currently 30 children on roll in the early years age range. The setting supports children with special educational needs and/or disabilities. The setting receives funding for the provision of free nursery education for children aged two, three and four years. The setting employs eight members of staff; of these six have qualification as level 3 and two are unqualified. Abbots Ann Nursery School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- support children's physical development further by helping them become competent in washing their hands with soap and water and understanding why this is important
- enrich the play environment further with words, letters and symbols to extend children's awareness and encourage children to use these in their play.

## Inspection judgements

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

Children achieve well because they receive skilful support from knowledgeable staff. Staff plan effectively for children's learning. Key persons carefully monitor children's achievements. They identify their next steps for learning and encourage these as children play. In addition, staff discuss children's learning and plan how they can focus on particular aspects of their development. During the session, a member of staff focuses on incorporating the learning plan into whatever activities children are interested in and this works extremely well. For example, the member of staff introduces numbers, counting and sorting into children's ball games outside. When children move indoors, she notices a group sitting at a table with pretend candles and cakes. The member of staff engages children's interest and they are soon solving simple problems according to their age and abilities. Some place one candle in a cake, whereas another has to find two blue candles to fit in the yellow cake. Children develop their mathematical skills because they receive

good support. Planning is successful and prepares staff so they make the most of opportunities as they arise. The manager expertly oversees staff to help ensure children's progress is monitored effectively and children are making good progress in all areas.

Staff liaise closely with parents when children first attend so they are aware of their capabilities and individual needs. They use this information, as well as their own observations, to complete the statutory progress check for children aged between two and three years. Overall, staff implement effective strategies for supporting children's individual needs. They effectively liaise with other professionals, such as speech therapists, and introduce short tasks during the session to help children develop their speech. There is a time line on the side of a low cupboard with stickers that children and staff move around. This helps children who find it difficult to understand what comes next. They can refer to it whenever they need to.

Children enjoy a broad range of activities. This helps them develop the skills needed for future learning. Many children recognise their names and find their own card at snack time. There is a good variety of books. Some signs and posters are displayed around the playroom and some toy boxes have labels. However, currently there is not an extensive range of text indoors and outdoors to enable children to become familiar with seeing and using it. Staff set out activities for children's arrival and then continually adapt, change and add to them as the session progresses. There is a pretend washing line with pegs of different sizes. Children develop perseverance as they concentrate on squeezing the pegs together and fix a number card to the line. This helps children develop their hand muscles in preparation for writing. Children go for walks to collect natural materials for counting and sorting. Children engage in imaginative play in the role play area when it is set up as a shop, home or caf. Children flourish because they have fun and enjoy their time at the setting.

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

Children enjoy their time at the setting. They arrive confidently and quickly choose what they want to do. They receive good support from staff who know them well. Each child is allocated a key person. Their role is to help them settle, monitor and support their learning and liaise with parents. Children benefit because this works successfully. Children's personal, social and emotional well-being is particularly well supported. Children learn about taking turns and sharing when they play games with staff. They learn to wait for the egg-timer to finish and then know it is their turn with the technology toy. Children respond well to challenge and persevere with difficult tasks. They benefit from the frequent praise and encouragement they receive, as this boosts their confidence and self-esteem.

Children behave well because they know what is expected of them and there are lots of activities to keep them busy. Overall, staff are aware of children's individual needs and support them consistently. Resources are imaginatively presented and engage children's interests; these are clean and well maintained. There are plenty of resources to fully support children's all round development. Children learn to use equipment safely, whether

this is scissors when creating a collage, or building with fabric and boxes outdoors. Children develop independence because staff encourage them to manage tasks for themselves, make choices and direct their own learning.

Overall, children enjoy a healthy lifestyle at the setting. Staff provide boots and waterproof clothing so that all children can play outdoors daily, whatever the weather. Children thoroughly enjoy exploring the mud tray. Staff provide nutritious snacks and children sit sociably together for their fruit and drink. Children bring their own lunch boxes and staff help them understand about healthy choices and the importance of this. Children know they need to have clean hands before they have their snack or lunch and this is part of the daily routine. However, children clean their hands with wipes rather than using soap and water. This relies on them doing this effectively and does not help them gain competence with washing their hands or develop a consistent habit before they go to school. Generally, children receive good support to help them prepare for the move to school.

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

Abbots Ann Nursery School is successfully run by an effective management committee and strong team of staff. They have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. This helps them ensure all the requirements are consistently and effectively met. Comprehensive policies and procedures are implemented by staff and underpin the smooth running of the setting. Children make good progress in their learning because of the dedication and commitment of staff. They provide children with an inviting, supportive and challenging environment that encourages learning. A strong emphasis is given to safeguarding children's welfare and maintaining a safe environment. Management and staff have a thorough understanding of child protection issues and know what to do if they have concerns about a child in their care. Management use robust recruitment and selection procedures to help ensure staff are suitable to work with children and qualified for their role. Staff understand their roles and responsibilities because there is a thorough induction and ongoing supervision to support them. Children benefit from the skilled staff team that cares for them.

The setting is continually developing and making changes to improve outcomes for children. Management and staff regularly review practice and respond positively to feedback they receive from the local authority. For example, they recognised children were not using the book corner so they moved it. This proved very successful with children choosing books more frequently. In addition, staff found the re-sited book corner offers a comforting area near to the entrance where they can help children to settle when they first arrive. Likewise, the manager recognises that it is difficult for children to concentrate and hear when several small group activities are organised in the hall. Consequently, she is reviewing how this can be changed so that it is successful for all children. Overall, management review practice within the nursery effectively. They seek the views of parents and staff. This helps to identify most areas for further improvement. The professional development of staff is encouraged and further training attended to

improve skills and knowledge. Management and staff are fully aware of their responsibility to work with other professionals and settings children attend. They successfully share information and focus on promoting continuity in the car and learning children receive.

Parents are extremely complimentary about the setting and staff. They value the caring and supportive environment their children are in. They appreciate the regular discussions with staff and regular information about the progress their children are making. Management and staff place a high priority on involving parents in activities and children's learning. For example, they share language activities to reinforce activities at the setting and promote talking at home. Consequently, parents and staff encourage children's communication skills together. Parents receive a comprehensive range of information about the nursery and all aspects of children's care. This helps promote a positive working partnership and a strong foundation for children's learning.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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>     | 109664                               |
| <b>Local authority</b>             | Hampshire                            |
| <b>Inspection number</b>           | 916615                               |
| <b>Type of provision</b>           |                                      |
| <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>  | 30                                   |
| <b>Name of provider</b>            | Abbotts Ann Nursery School Committee |
| <b>Date of previous inspection</b> | 21/01/2009                           |
| <b>Telephone number</b>            | 07818 418328                         |

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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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