

ABC Pre-School

Irchester Village Hall, 36 School Road, Irchester, WELLINGBOROUGH, Northamptonshire, NN29 7AW

Inspection date

12/12/2013

Previous inspection date

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

- Teaching is outstanding because staff make excellent use of precise assessments of children's progress to plan activities that enables the children to achieve exceptionally well given their starting points and capabilities.
- Children thrive on the highly positive interaction from the staff during their play. The small group activities the staff offer for music and movement, rhyme time, French and singing are very popular.
- The excellent partnerships with children's parents, other providers of the Early Years Foundation Stage and with other agencies significantly supports children to settle in successfully, have their individual needs met throughout their time at the pre-school and to move on to school confidently when the time comes.
- The manager, deputy and staff team work exceptionally well together, they are highly qualified and experienced and this has a direct impact on each child attending the pre-school receiving an extremely positive learning experience.
- Children are safe because the staff are very vigilant in their supervision during activities and arrival and departure times. They understand the procedures for protecting children and they teach them about keeping themselves safe and how to take appropriate risks during their play.
- Children's learning is enhanced through the inspiring and creatively planned way the room is set out. They have access to an abundance of activities that cover all the areas of learning.

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 both the large rooms, the small group room and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the children at times throughout the inspection.
- The inspector held meetings with the manager and with two members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and took account of the providers self-evaluation form.
- The inspector took account of the views of parents and carers who were spoken to on the day of inspection.

Inspector

Melanie Eastwell

Full report

Information about the setting

ABC Pre-school was re-registered in 2013 on the Early Years Register. It is situated in the village hall in Irchester, Northamptonshire and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from rooms within the village hall and there is an enclosed area available for outdoor play.

The pre-school employs 9 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status and one with Early Years Professional Status.

The pre-school is open Monday from 8.50am to 11.50am. They are also open Tuesday to Friday from 8.50am to 11.50am and in the afternoons from 12.20pm to 3.20pm with the option of a lunch club for pre-school children. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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 the already excellent partnership working with external agencies who are involved with the children to further enhance the sharing of information about each child's unique needs.

Inspection judgements

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

Children benefit greatly from the highly effective use of the space in the village hall. The main room is divided into clearly defined activities that are linked to the current topic and the different areas of learning. Children are able to move the resources around in order to enhance their play. This welcoming and inspiring provision alongside the staff talking to the children before the main sessions start about the activities they can take part in, encourages children to be curious and to try out everything on offer to them. The highly skilled staff provide dedicated teaching to the children. For example, those who choose to explore the shape puzzles are praised for their good idea to run their finger along the edges of the shape to see how many sides it has. The staff actively teach them to think about what they are doing, making suggestions such as counting the corners to help them identify the shape. The children beam with pride when they are successful in learning their shapes because the staff give them lots of praise. Children can choose to take part in small group activities with individual members of staff. These include, focused activities

with music, movement, rhymes, songs and French. The children thoroughly enjoy taking part and become fully engaged in the activity. They are learning to take turns, to listen and be confident to join in. For example, they listen to songs that ask them to move different parts of their body and familiar rhymes where they do different actions. The children listen intently to the music, becoming fully immersed and bobbing up and down in time to the music while following the actions. A different group uses small floaty scarves during a song where the member of staff asks them in turn to choose which part of their body they cover with the scarf and then continues the song. The children are being taught to take turns and to listen to their friends so they can take part in the song. The wonderful interaction and complete involvement with the children clearly displays how much the children are learning through the skilled interactions from the staff.

Children are making rapid progress in their learning and development because the staff team have a wide ranging knowledge of the Early Years Foundation Stage and how to implement this in a very successful way for each child's unique needs. The planning of activities is always led by the children's interests and suggestions and this results in exceptionally well-planned activities that are entirely successful in identifying the next challenges for each child. Whichever activity the children choose to take part in they receive a consistently high level of teaching by the staff. They are sensitive to each child's needs and know when to get involved and when to monitor what the children are doing. Parents contributions to their children's learning are fully valued. They are asked to provide detailed information about their child's progress and interests at home. This is used alongside the initial observations made by the staff to identify accurate starting points for each child. Ongoing, parents continue to be fully involved through having the opportunity to contribute to the progress summary that is prepared by the child's key person each term which outlines their next steps in learning. A recently introduced 'wow moments' tree in the entrance hall is a further enhancement to the parents being involved in their child's learning. Parents record their child's achievements at home on a card that is hung on the tree. Each week the cards are read out to the children so that everyone can join in with their friends success and the information is included in their progress records. The involvement of the children encourages them to ask their parents to contribute to the tree, which results in more parents being involved and the children's confidence and self-esteem being raised. The pre-school staff are aware of the requirement to complete the progress check at age two for each child and have plans in place to implement this when required.

Children are quickly learning to be independent. They rapidly become familiar with the daily routines because the staff are always supportive of them which promotes their confidence to make choices and decisions. For example, at snack time the children choose which cereal they want, serve themselves to fruit and pour their own milk. They collect their own coats when they choose to play outside. Their awareness of literacy is fostered very well. Children have access to lots of books both inside and outside and they enjoy sitting with the staff who always make time to read to them when they ask for a story. There are lots of displays of words on the craft and mark-making workstation and on the displays around the walls. The staff use every opportunity during the session to include discussion and thinking about numbers with the children. The high staff to child ratio enables children to develop quickly in relation to their personal, social and emotional skills. They are learning to share, to take turns and to think of others. For example, they use the

sand timers to know when their turn is finished on the computer and they show visitors what is available in the outside play area. This commitment from the staff to develop children's learning across the areas of learning in conjunction with the exceptional partnerships with their parents is significant in the preparation for their eventual move onto school. Children who have special educational needs and/or disabilities have their specific needs met very well. This is because the staff facilitate one-to-one support where required and they work very closely with their parents. Individual educational programmes are identified for these children in addition to their next steps and these are regularly reviewed and updated. Children benefit because their parents and other professionals who are involved with them are able to contribute to these reviews, which results in a very sensitive and consistent approach.

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

Children demonstrate very clearly how secure and valued they feel within this vibrant and dynamic pre-school. They arrive happily and separate from their parents, eager to get involved in the exciting activities that have been planned for them. Those who require a little extra support are always managed in a gentle and sensitive manner by the staff who provide them with comfort and reassurance as they need it. The staff take time to explain what is available to them and are always aware of all the children, checking out with them to see if they are happy. Children's parents comment on how well their child settled-in when they first started attending. They report that this is because the staff work with them on an individual basis, managing theirs and their child's needs in a welcoming and gentle way. The key person for each child knows them very well. They are always available to talk to parents on a daily basis to pass on details about how they have been during the session. They work together with parents to ensure their needs are met and that any changes are decided upon together.

The pre-school has developed an extremely successful partnership with the local school. They share events throughout the year such as sports day, harvest and Christmas celebrations. The pre-school staff take the children to visit the school and the teachers visit them at the pre-school. This partnership working results in children being very well-prepared to move on to school. Children are learning in a purposeful way about how to keep themselves safe. They learn to take risks during their play because the staff encourage them to think about what might happen if they take a particular course of action in their play. For example, during an activity with real autumn leaves in the large hall, a small group of children take part at a time which ensures they are safe. The staff allow them run around, to pile the leaves up and to throw them in the air, to lay down in the leaves and roll around, exploring the textures and colours. At the end of the activity they enthusiastically help to tidy away using brooms and dustpans and brushes.

Children have daily opportunities for outside activities. They can choose when they go outside for most of the pre-school session. This free choice of physical play and fresh air contributes to children's continued good health. A very good range of healthy snacks are provided for the children. They choose when they have their snack, serve themselves, pour their drinks and take their plates and cups away when they have finished. They are ably supported to be independent in the toilet areas and they know the routines for

washing their hands. Children who require changing are managed with complete sensitivity and dignity. The staff encourage them to learn to dress themselves, to put their coats on and to manage independently when eating their packed lunch. The staffs' close supervision and their genuine support and encouragement as well as being very clear in their instruction contributes significantly to children's self-confidence and motivation to be independent. The children attending behave very well. Those who have specific needs are managed on an individual basis to ensure they can fully be a part of the pre-school. The children know the expectations for behaviour because the staff explain very clearly what is expected of them. The staff are exceptional role models for behaviour. For example, they show respect and care for all the children, they speak calmly to them and they show a genuine interest in what the children are doing. Children are provided an excellent range of play materials and activities that are planned directly from the children's interests and this results in all the children being motivated and keen to take part, which promotes positive behaviour.

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

This pre-school is a well-established provision in the village and was re-registered due to the retirement of the previous registered person. The staff team are long-serving and highly qualified and they work extremely well together. Safeguarding is given the highest priority. The manager has complete training on safer recruitment and induction procedures are in place for new staff. The established staff team are able to de-brief on a daily basis and they receive annual appraisals. This promotes the ongoing suitability of each member of staff. The staff demonstrate a strong understanding of the procedures to follow in the event of child protection concerns and this as well as first aid training are part of the core training for the staff team. The safeguarding policy reflects the staffs' practice and this ensures that children are protected. Highly effective procedures are in place to ensure the security of the premises. The main door is kept locked throughout the session and all parents and visitors are greeted by the staff. Children are closely supervised and they have their individual needs met through the large and small group activities. Risk assessments are in place and active steps are taken to reduce any hazards to the children. As a result, children are exceptionally well-safeguarded.

The staff team are long-serving and highly qualified and they work extremely well together. As a result, the quality of the learning environment and planned activities are exceptionally well-matched to each child's age and stage of development. This means that children are extremely well-supported to make rapid progress in their learning and development. The manager has a very accurate view of the quality of teaching because she has developed robust monitoring of the staffs' practice and the regular evaluation of what the children know and can do. The manager recognises the highly positive impact of staff's training and qualifications on the quality of teaching of the children. The regular team meetings and the whole staff team's involvement in the planning of activities ensures that they feel fully involved and valued for their input.

The excellent partnership working between the key persons, the children's parents and with other providers of the Early Years foundation Stage unreservedly contributes to a

consistent approach and a smooth transition for the children. Parents comment on the staffs' dedication and commitment to their children and how welcoming they are. They feel fully valued for their contributions to their child's record of progress and speak in a highly complimentary way about the quality of the activities their child takes part in. Children are well-prepared for a successful move on to school because the pre-school staff work closely with the teachers throughout the year and particularly towards the end of the summer term to arrange visits for the children. Involvement from other agencies and professionals who may be involved with the children are strong and the pre-school welcomes visits from them to ensure consistency. The pre-school manager is keen to continue to extend this partnership working even further to ensure that any relevant information is always shared between agencies for the benefit of the child. The pre-school staff team are very reflective in their practice. They discuss their planning at the staff meetings to ensure their ideas for activities for the children are always fresh and exciting. The newly registered person has maintained and developed further the high standards of care and learning for the children and they continue to identify well-targeted plans for the future of the pre-school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463770
Local authority	Northamptonshire
Inspection number	925884
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	62
Name of provider	Nicola Kay Horrell
Date of previous inspection	not applicable
Telephone number	07906086995

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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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