

Ancells Farm Community Pre-School

Ancells Farm Community Centre, 1 Falkners Close, Fleet, Hampshire, GU51 2XF

Inspection date	25/02/2014
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 prepare children well for school by helping them be secure, independent and keen to learn. Good teaching results in children demonstrating excellent behaviour.
- Staff establish positive partnerships with parents and carers which mean that all children benefit because their learning is supported at home.
- The well-resourced indoor and outdoor areas encourage children to choose what to do and develop their ideas which are extended by knowledgeable and caring staff.
- The management team monitor the effectiveness of teaching and encourage training so that staff know how to help children make progress.

It is not yet outstanding because

- Staff do not have the highest expectations for the older children's learning in the programme for their physical development because they do not allow children to test out their own abilities in challenging ways.
- In the programme for children's literacy development, staff do not take a planned approach to introducing children to letters and sounds to further prepare older children for 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.

Inspection activities

- The inspector observed children's activities and staff teaching inside and outside and carried out a joint observation of an activity with the manager.
- The inspector held meetings with the pre-school manager and the provider.
- The inspector talked with some children and staff.
- The inspector looked at a selection of documents including some children's records, planning documents, policies and staff records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Helen Harper

Full report

Information about the setting

Ancells Farm Community Pre-School opened in 1991 and registered with Ofsted in 2001. It is run by Ancells Farm Pre-School Committee. It operates from a community hall on an estate, comprising housing and a business park in Fleet, Hampshire. The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged three and four years.

There are currently 19 children aged from two years to under five years on roll. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school opens five days a week during school term time. Sessions are from 9.15am to 1pm Monday to Friday. Three full-time staff work with the children, all of whom have early years qualifications.. The pre-school has been accredited through the Pre-school Learning Alliance's Aiming for Quality scheme.

What the setting needs to do to improve further

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

- extend the programme for children's physical development by allowing both the older and more physically coordinated children to test out their abilities through using more challenging apparatus in physical play
- extend the programme for children's literacy development to help children progress more quickly in linking sounds and letters, such as through making use of national literacy guidance documents.

Inspection judgements

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

The staff team has a good understanding of the learning and development requirements. They help all children make good progress including those whose starting points were lower than expected for their age when starting the pre-school. Staff prepare children well for their future learning in school because the quality of teaching is consistently good. Staff get to know children well from the start because they gather information from their parents and carers and continue to do so. This communication leads to all children being supported exceptionally well with their learning at home including those learning English as an additional language.

The pre-school is well resourced and staff set out the variety of toys and experiences so children choose what they wish to do. This means that children enjoy their play and

concentrate well. Staff plan interesting activities that engage children. Staff support children's learning well. Consequently, children are happy. Their behaviour is excellent because they have staff that are caring and listen to them, and who make learning fun. For example, when children mix cornflour and water, a member of staff allows them to lead the play by asking them what they will do. This leads to conversation about creating 'circle shapes' with their fingers and talking about how this feels. Children demonstrate their enjoyment as they smile and giggle delightedly declaring they 'make it rain' by dripping the cornflour and water onto the table. This demonstrates too that children are developing both their language skills and using their imaginations.

Staff help prepare children for their eventual move to school by teaching them early mathematical skills. For example, children enjoy a game of dominoes in which they learn to match and count. Staff extend children's learning by encouraging them to count on further including language about 'sharing them equally'. Through good teaching, staff help children to make connections in their learning, so that children show that 10 fingers are the same as 10 spots on a ladybird picture. Staff take some opportunities to help children learn about letters and sounds in preparation for school. Staff discuss letters in children's names and this helps them to be aware of letters and sounds. However, staff do not make use of national programmes available to support such learning systematically to help children make quicker progress in the programme for their literacy development.

Staff provide a learning environment that is exciting and offers a good variety of experiences both indoors and out which cover the seven areas of learning. The resources for children's physical development help children gain a variety of skills such as balancing, climbing and throwing. However, staff do not have the highest expectations of all children in regard to their physical abilities. They do not provide older and more athletic children in particular with opportunities to take appropriate risks either outside or indoors in order to test their own capabilities.

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

The pre-school committee makes sure the pre-school's equipment is well maintained and that staff undertake checks so that children play in a safe environment. Staff teach children to use real tools safely, such as suitable knives. Staff promote good hygiene routines including when changing nappies. Children have to use an adult sized toilet and sink but staff provide other equipment for children to use. This approach means children learn to become independent in their toileting needs ready for their move to school. Children learn to manage their personal needs well. For example, they help themselves to tissues and put them in a bin after use.

The 'key person role', whereby individual staff take particular responsibility for a group of children, is established and supports a good partnership with parents and carers. Staff undertake home visits if these are wanted, and parents and carers fill in an information sheet when children start. All staff observe the children when they first attend. These systems mean staff get to know children well and can plan to meet their individual needs right from the time they start at pre-school. This helps children feel emotionally secure so

they gain confidence to explore their environments and engage in active play. Staff use the available resources to promote children's progress but there is a lack of challenge for the more adventurous children.

Staff support children's personal, social and emotional development well. They implement the behaviour management policy consistently, so children understand expectations. Staff boost children's self-esteem through using praise and listening to children so children know what they say is valued. Staff display children's work too, which shows children that what they create is valued. This all helps children become confident.

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

The committee members understand their role in supporting the pre-school provision. Its members work with the manager to monitor the provision made for children. The safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage are understood and fully met. Staff teaching is monitored by the manager and her deputy who are supported by an active committee. Parent and carers play an important part in supporting the pre-school provision because they volunteer their time to help during sessions and they are highly valued by the staff team. This relationship demonstrates the strength of the partnership with parents.

The management checks that staff understand their individual roles and responsibilities through a variety of ways. For example, they test whether staff know policies and procedures through the 'pick a policy' meetings. This system helps ensure that procedures are followed and requirements are met. Children's welfare is promoted because staff are inducted and the committee checks they are suitable to work with children. Accidents are recorded carefully and risks assessed regularly with daily visual checks undertaken, so children are kept safe.

The committee, management and staff demonstrate the will to drive improvement. They have addressed recommendations from the previous inspection, which has improved the programme for children's communication and language development, for example. Gaps are closing for children learning English as an additional language and those with other identified needs. The pre-school staff team has support in place to ensure these children receive high quality learning experiences; for example, they have set up a language group and use 'choice cards' to support children's decision making and independence. The management encourages the staff team's professional development through visits to other early years settings, joining a local forum and through taking further training; however, no member of staff is qualified above level 3.

The strong partnership with parent and carers is positive and information is shared in various ways including using social media, newsletters and through a comprehensive website. This means that all parents can be kept up to date with the pre-school's activities even if not visiting it. Staff keep parents informed of children's progress. Staff carry out an accurate assessment check for two-year-olds which is shared with parent and carers.

The pre-school's Special Educational Needs Co-ordinator plans individualised support for children learning English as an additional language and for those with special educational needs and/or disabilities. She supports children's 'key person's' so they know how to help individual children. Special activities are planned to aid learning, for example 'choice cards' and 'item bags' are used to aid communication. She has set up a language group to offer one-to-one and small group support. Staff include parents and carers by offering support at home providing books in dual languages, for example. All these methods and systems support children's communication and language development.

Staff, children, parent and carers all contribute to the pre-school's self evaluation; for example, children add to their own 'learning journeys'. The manager is confident in her knowledge in regards to monitoring teaching and learning and its importance. The management identify where weaknesses exist and make plans for improvement using 'smart' targets to do so.

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	110040
Local authority	Hampshire
Inspection number	816977
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Ancells Farm Pre-School Committee
Date of previous inspection	06/10/2009
Telephone number	01252 815496

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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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