

ABC Pre-School

Westfield Primary School, Bonsey Lane, WOKING, Surrey, GU22 9PR

Inspection date	04/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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		1
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 have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and use well this to provide the children with exciting learning opportunities which cover all areas of their learning. As a result, children make good progress.
- Staff provide children with a good learning environment that meets their individual needs well and as a result children are motivated and happy learners.
- Effective partnership working with parents means that there is a consistent approach to meeting the children's needs and helping them develop skills as they move onto school.

It is not yet outstanding because

- Systems are not fully in place to monitor and evaluate the impact of staff practice.

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 the classroom and the outside environment.
The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self evaluation form and the setting's training and development plan.
- The inspector took account of the views of parents, carers and a visiting professional spoken to on the day.
- The inspector conducted a joint observation with one of the managers.
- The inspector looked at the children's assessment records and planning documentation.

Inspector

Antonia Ogden-Meade

Full report

Information about the setting

ABC Pre-school opened in 1992 and re-registered in 2013. It is privately owned and is managed by two owners. The pre-school is registered on the Early Years Register. It operates from two rooms within the school buildings of Westfield Primary School in Westfield, near Woking in Surrey. The pre-school has access to a secure outdoor area and use of the school field. The pre-school is open Monday to Thursday from 8.30am to 3pm and from 8.30am to 1pm on a Friday. Children have the option of attending all day, or for morning or afternoon sessions. The pre-school serves the local community and surrounding area. There are currently 46 children on roll, whose ages range from two years six months to four years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are eight members of staff who work with the children, including the owners. Of these, seven hold appropriate National Vocational Qualification qualifications in early years to level 3.

What the setting needs to do to improve further

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

- strengthen the tracking and monitoring of children's progress to support evaluation of staff practice further.

Inspection judgements

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

Staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and use this to provide children with exciting learning opportunities which cover the seven areas of learning. Effective partnership working with parents means that there is a consistent approach to meeting individual children's needs. This helps the children to develop relevant skills for the future. The pre-school is well led and managed. There is a strong commitment to provide high quality teaching and learning for the benefit of all the children. As a result, children show high levels of confidence and independence relative to their ages.

Effective assessment of children mean that staff know all children's starting points and the key person system supports continued progress review. Not all children have clear next steps plans in place that have been shared with parents but this is known and being addressed by the managers. However, all children show good progress and observations record specific milestones and achievements. A 'wow' board records significant achievements at home and in the pre-school. These are celebrated by the children and

staff team together and are a source of pride. Children enjoy learning through play as staff offer children a broad range of activities. The exciting approach to teaching helps children to learn actively. For example, in the garden they explore walking slowly, pretending to be astronauts as the outside playhouse becomes their rocket ship. The children then run around the garden area through space in their pretend ship avoiding other spacecraft and planets. Children thrive in the freedom that the environment provides for them.

Staff are always available to support and encourage the children but understand when to stand back to allow the children to learn and explore independently. As a result, children become confident learners who are able to ask for help when they need it. Consequently children make consistent progress in relation to their starting points as they enjoy playing in enabling environments which supports and respond to their emerging interests. The effective teaching strategies mean that staff help children with additional challenges such as those learning English as an additional language to make quick progress and close any gaps in their learning. Staff value the languages these children use at home and at pre-school without compromising children's progress to ensure they are school ready. Staff support children who have specific needs such as those relating to communication and language well. Staff compliment the work undertaken by external specialists such as speech and language therapists and work closely with parents to support children's continued progress. Staff undertake the required checks on children who are two years old. These demonstrate a clear and simple review of the child's progress and they are shared with parents to enable them to seek additional help or support if this is required.

The positive and continued communication between parents and staff works extremely well to ensure that children remained challenged but also supported. Parents report that the staff have been able to develop their children's independence and confidence and that they feel their children are prepared well for starting school. Parents complete an 'All about me' document as their child starts in the pre-school. This enables the staff to build a picture of the child's ability and interests rapidly and ensures they settle in quickly. By incorporating each child's interests into the planning on a daily basis every child has the opportunity to progress positively. Each child has a learning journal that is shared with the parents and illustrates the progress their child is making. The pre-school works well to ensure partnerships are effective. Consequently, with the support of the school, parents and the pre-school the children acquire the skills and attitudes they need to be ready for the next stage of their learning.

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

Each child is warmly welcomed into the pre-school. Children are supported by a strong team and as a result children receive warm, loving and consistent care which supports them to develop feelings of security and belonging. This supports their ability to learn and seek new experiences whilst at pre-school. Each child is assigned a key person. Every key person knows their key children group exceptionally well and can clearly demonstrate how they are helping them move on. Parents comment that their key person 'knows their child better than they do' and this is a frequent element of parent feedback. Parents and carers

state that their children are extremely settled at the pre-school and have developed significantly both in terms of knowledge and skills, but also through gaining independence and confidence. Children are encouraged to be independent where possible. They are able to put on their coats for outdoor play and know the routines and expectations of safe play inside and outside. They are also aware of the need to wash their hands at specific points during the day and manage this independently.

Staff teach children about healthy lifestyles, for example, children are encouraged to bring pieces of fruit in each day for snack time. They enjoy choosing appropriate plates and cutlery to prepare their fruit themselves. Drinks are always available and the children competently help themselves to milk or water. Mealtimes for all children are sociable occasions. The children sit together and through choosing where they sit are able to integrate across the age groups. The staff support discussion on healthy foods or talk about particular food sources. For example, the children notice a bee on the honey label, so they talk about how bees make honey.

Staff provide children with a good selection of resources to support their learning. Children are able to use the play area outside whenever they wish and staff are deployed well to supervise them both outside and inside. Children enjoy adult led activities but are also able to choose what to do from a diverse range of resources and activities. Children are therefore able to follow their own interests and extend their learning independently or with minimal adult intervention. For example, children interested in making jewellery boxes are quickly provided with the materials to make one.

Staff model positive behaviour and where necessary, intervene to support positive behaviour strategies. Children are taught to respect each other and share toys and this further promotes the children's confidence and self-esteem at the pre-school.

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

Safeguarding is prioritised within the setting and both managers have completed appropriate safeguarding training. The designated lead for safeguarding is supported by another member of staff to ensure that there is always an appropriately qualified person on-site at all times. All staff have safeguarding training during their induction as they join the team. Safeguarding is also part of the regular staff meeting agenda. This ensures that all staff are competent and knowledgeable about the steps they should take if they have concerns about a child's welfare.

The management team, with the support of their staff group have developed policies and procedures, which they ensure that the staff group understand and adhere to. As a result, all staff have a good understanding of their role in meeting the legal requirements of the Statutory Framework for the Early Years Foundation Stage. The managers also work alongside staff to extend practice and evaluate quality. Staff have regular supervision and appraisals. Each staff member is able to contribute to the pre-schools self-evaluation process and as such demonstrate a commitment to on-going development of the childcare

they provide. Procedures to monitor and evaluate children's learning and development are being further developed because of this process so that staff can see the impact that their teaching has.

Communication with parents and other professionals involved with the children is very good. The staff team's approach to promoting children's education is demonstrated through the good quality support and challenge which they provide to all the children.

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	EY467162
Local authority	Surrey
Inspection number	931938
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	32
Number of children on roll	46
Name of provider	ABC Pre-School Partnership
Date of previous inspection	not applicable
Telephone number	07733138895

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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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