

Armitage Pre-School

Armitage Village Hall, Shropshire Brook Road, Armitage, RUGELEY, Staffordshire, WS15 4UZ

Inspection date	06/03/2014
Previous inspection date	18/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Safeguarding is given high priority. Staff are very aware of safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.
- Staff have a good understanding of how children learn and plan effectively to ensure a balance across the areas of learning. Observations and assessments of children's learning are used well to plan for their next steps.
- Children are happy, settled and have good emotional attachments to their key person and other staff.
- Children benefit from the effective partnerships that exist between their child's key person and their parents. Information is regularly shared to support their care and learning.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to fully participate during routines, such as registration time.
- There is scope to enhance children's learning about the environment in the outdoor area.

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 at play and during activities both indoors and outdoors.
- The inspector held meetings and discussed the pre-school with the manager, staff and chairperson.
- The inspector undertook a joint observation with the manager.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector looked at suitability and qualifications of staff working with the children and discussed areas for improvement.
- The inspector viewed the pre-school's policies and procedures along with the self-evaluation form and action plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Armitage Pre-school was registered in 1995 and is on the Early Years Register. It is situated in a village hall in the Armitage area of Staffordshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from three rooms within Armitage Village Hall and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff who all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term-time only. Sessions are from 9.45 am until 12.45 pm. Additional sessions also operate from 12.45pm until 2.45pm on Monday only for children who will be starting school.

Children attend for a variety of sessions. There are currently 43 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 who speak English as an additional language and 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:

- enrich opportunities for all children to participate during registration time in order to further develop their levels of concentration and self confidence
- enhance the outdoor area by providing areas for planting and digging to enrich children's learning about the environment around them.

Inspection judgements

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

Staff know the children well and talk confidently about where they are in their learning and development. They have a good awareness of the learning and development requirements of the Early Years Foundation Stage and understand the characteristics of effective learning. Staff translate this effectively into practice, evaluating their observations of children as they play, to identify the next steps in their learning and plan for their continuing progress. They observe and assess children when they start, which means they securely identify children's starting points along with any special educational needs and/or disabilities. Staff support children who are learning English as an additional language effectively. For example, they learn key phrases from their home languages. This values children's individual backgrounds well and supports children in learning English alongside

their home language.

Children's developmental progress is monitored effectively to ensure that they are working comfortably within the expected development band for their age. This helps to ensure that children are prepared for school and any concerns about their development are quickly identified and consistently managed. Each child has a written 'learning journey' in which staff record their observations, along with photographic evidence. These are shared with parents to keep them informed about their children's developmental progress. Staff complete the progress check at age two. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents. Parents are encouraged to record their own observations of what their children are doing at home and staff take these into account to ensure that their planning is firmly rooted in children's interests.

Teaching is good as staff engage well in children's play and become involved in their activities with appropriate interactions. Children chat comfortably with staff and talk confidently to them. Staff engage children in conversation and model taking turns, asking questions to challenge their thinking and giving them time to process the question before answering. The pre-school has established routines for the start of each session such as registration time where the children discuss the weather and days of the week. This activity is however yet to fully maximised to ensure that all children have the opportunity to fully participate and develop their concentration levels. Staff skilfully extend activities to include counting and number recognition. For example, when a child is playing with the threading of numbers the child correctly identifies what the number is and then is asked what their age is. The child responds with enthusiasm as she recognises the correlation between the questions and her answers. Staff recognise that by using effective questions helps give children meaning to their learning through their play. Children are encouraged to practise their mark making skills and early literacy skills are promoted through a range of writing resources. Children enjoy finding 'treasure' in the sand and painting using the easel. Staff encourage children to make shapes and patterns with the play dough. These activities promote children's small physical skills and their creativity effectively. Staff provide good opportunities for children to develop their large physical skills, for instance, children enjoy riding bicycles and scooters. Staff support children to use the computer which helps them to learn how to use technology. This activity also helps develop children's language skills as they talk about what they are doing. Staff's good teaching techniques means that children progress and learn well, and acquire effective skills for their next stage of learning.

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

Children arrive with enthusiasm and show confidence as they place their personal belongings onto coat pegs. The strong key person system means that all children form strong attachments with staff when they start. Staff spend time settling new children into the pre-school so that their physical and emotional well-being is met effectively. Younger children seek out familiar staff for cuddles and all children are confident to approach staff

for help when needed. The layout of the room allows children to make choices for themselves from a range of equipment. Children show confidence as they make decisions about their own play activities. Staff are good role models, they treat children respectfully and work well as a team. Children learn how to behave as staff model good manners and speech, staff also remind children of behaviour boundaries. Children learn about risks well as they play on the bicycles and scooters. For example, they learn to manoeuvre their bicycles carefully so that they do not hurt other children.

Staff provide children with nutritious snacks and drinks and offer them daily opportunities to access the outdoor area, which supports children's secure understanding of the importance of being healthy. Children are active in their outdoor play as they use balls to practise their catching and throwing skills in addition to their imaginative play. However, there is scope to extend the resources available in the outdoor area, which reflect the environment, such as providing planting and digging areas. All children are able to help themselves to fresh drinking water throughout the session. Older children competently learn to manage their own personal hygiene and develop their understanding of cleanliness. Staff support children consistently in learning about hygiene routines, for example, they remind children to wash their hands after using the toilet and before snacks. As a result, children are competent in managing their personal needs. Children's safety is given good consideration and care routines are carried out well. Staff have a good understanding of the care needs of individual children and parents' preferences.

Staff place a high priority on supporting children through transitions. Teachers from local schools visit the pre-school to read stories to the children and also to observe them in their play. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

Children's welfare is safeguarded as staff have a secure knowledge of child protection procedures. The management team clearly communicate and give guidance to staff to help them understand and implement updated safeguarding policies and procedures. This helps to promote the welfare of the children. The premises are secure and safe for children and staff are deployed effectively to support their care and learning. Staff implement clear and concise risk assessments and all hazards are identified and minimised. This results in children benefiting from a safe and secure environment both indoors and outdoors. Detailed procedures for vetting and assessing the suitability of staff are in place. Clear induction procedures help new staff to be confident in implementing the pre-school policies and procedures effectively. All required documentation is maintained and kept securely on site. The manager is clear about their responsibilities to meet the safeguarding and welfare requirements. All staff demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programme. They

understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children.

Partnerships with parents and carers are good because staff develop a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day and are encouraged to give feedback on their experiences, likes and dislikes by using the comments box. The information and ideas are used to drive forward the provision to ensure it meets everyone's individual needs. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made. Staff listen to the views of the children and their interests and ideas help to influence activities and routines for the day. Children with special educational needs and/or disabilities attend the pre-school are well-cared for by caring and experienced staff. Health care professionals and other outside agencies regularly visit the pre-school to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets that are implemented well by all staff. Through well-planned interventions, the pre-school ensures all children, including those with special educational needs and/or disabilities are supported to be fully included. Information is shared to ensure continuity of children's care and learning.

The manager monitors staff performance effectively through regular supervision meetings and appraisals. Staff are suitably qualified for their roles. The manager sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the pre-school continues to develop and improve. This demonstrates a clear capacity to improve outcomes for children. The manager demonstrates a high level of commitment to the pre-school and is inspired to drive forward improvements. Self-evaluation and well-targeted action plans are in place and developed in conjunction with staff, the pre-school committee, parents and 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	218087
Local authority	Staffordshire
Inspection number	871229
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	43
Name of provider	Armitage Pre-School Committee
Date of previous inspection	18/01/2010
Telephone number	07855721858

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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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