

Phase Five Pre School at Abbotswood

St. Nicholas Family Centre, Chargrove, Yate, BRISTOL, BS37 4LG

Inspection date	30/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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		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 keep parents well informed about all aspects of their children's care and learning. This builds trusting relationships and enables them to feel involved with their children development.
- Staff deployment is good, so children are provided with a safe and calm environment. The quality of teaching supports all children to make good progress in their learning.
- Staff work well as a team and are well supported. As a result, children enjoy their time in this inclusive preschool.
- Children are happy, motivated and eager to learn because they are interested in the activities and resources provided by staff.

It is not yet outstanding because

- There are fewer resources available in the outside area to help promote the teaching of children who learn best outdoors.
- Some opportunities to encourage children's independence are missed for example, at snack time.

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 indoor and outside areas.
- The inspector looked at a sample of documents, risk assessments and policies.
- The inspector talked to members of staff, management and parents.
- The inspector toured the premises and looked at all areas used by the children.

Inspector

Lucy Waterman

Full report

Information about the setting

Phase Five Pre School at Abbotswood registered in 2013. The pre-school operates from within designated rooms within St Nicholas Family Centre. Children have access to an outside play area at the front of the premises. The pre-school runs under the umbrella of the Phase Five Pre-school committee, who also have responsibility for one other pre-school in the area. The pre-school opens Monday to Friday from 9am to 3.30pm, term time only. Children may attend on a sessional basis. The pre-school is registered on the Early Years Register. The pre-school offers care to children aged from two up to three years. When aged three, children transfer to the other site. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The nursery employs seven staff; of these four staff hold a childcare qualification at level 3 and one staff at level 2. The manager is a qualified primary school teacher and holds Early Years Professional Status.

What the setting needs to do to improve further

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

- increase the resources available in the outside area to help promote the learning and development of children who learn best outdoors

- provide further opportunities for children to serve themselves at snack time to increase their independence and self-help skills.

Inspection judgements

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

The preschool provides a warm and welcoming environment where staff provide children with a balanced range of exciting and enjoyable learning experiences. The management and staff have developed effective systems to share information with parents and establish children's starting points. This helps them to plan activities that are based on the children's interests and engage them effectively. The preschool uses observation and assessment well to plan for children's individual next steps.

The staff interact warmly with the children; they support them in their activities or when they are tired, need to rest or sleep. Young children have chalks and paints to draw and write on large easels. This helps the development of their early writing skills. Staff plan activities to support children's developing interests, for example, cooking activities. They use these effectively to extend children's understanding of mathematics and language. Staff use the cooking activity to talk about shape, size and measure with children. Children

count how many biscuits they have made and estimate how long they will take to cook. Staff count small bears with children and encourage them to put the correct number into numbered bags. They encourage children to build towers with shaped wooden bricks, and describe the size and height of the towers. This helps to develop children's understanding of number and time and supports them to acquire the skills they need to move on to the next stage in their learning successfully.

The staff organise the hall effectively, even though they have to pack resources away every day. They create small areas which mean that children have easy access to resources including books and writing materials. This enables them to increase their early reading and writing skills. Staff actively engage children in ongoing discussion about what they are doing. They place a strong emphasis on encouraging children's communication and language. They sing a welcome song daily and enthusiastically sing other songs and rhymes with the children. They point to pictures in books encouraging the children to talk about what they see. They repeat words back to the children to increase their vocabulary and understanding. Children who are learning English as an additional language have good opportunities to use their home language within the setting to further develop their language skills. Staff work with parents to record words in children's home languages and pronounce them correctly. This helps to develop early communication and language.

Children enjoy a wide variety of activities in the large, enclosed garden. They learn about the natural world from activities, such as planting vegetable seeds and exploring the trees and natural areas. These support children's physical development and understanding of the world around them. However, there are fewer resources available outside to support children who learn better in the outdoor environment.

Staff interact warmly with the children, using eye contact and different tones in their voices to engage them in small and large group activities. However, staff miss some opportunities to support children's independence, for example at snack time. Staff encourage children to take care of the setting as they help to brush the floor and clean the tables before the cooking activity. Behaviour is very good throughout the preschool and staff role model kind and respectful behaviour with children. This supports children's personal, social and emotional development effectively.

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

Children share close and trusting relationships with the staff, which successfully supports their emotional and physical well-being. The staff carry out home visits to see the children before they start at preschool. They interact in a sensitive and understanding way with the children, providing reassurance and comfort when necessary. They respond to children's individual needs and ensure comfort objects are close by. This helps children to settle quickly in the preschool and helps them to feel secure.

The preschool is well organised and the resources easily accessible. This enables children to make choices in their play and support their independence. The staff enthusiastically involve themselves in the children's play, extending their learning and understanding,

through interaction and asking open questions. They teach the children how to behave, because they set a good example. Consequently, children are helpful, kind and behave very well. Staff teach the children how to keep themselves safe. They practise the fire drill with the children regularly and keep a log of the time it takes to evacuate the preschool. This ensures that the children are aware of what they need to do in order to leave the premises quickly and safely in the event of an emergency.

Children enjoy physical exercise and benefit from fresh air daily. They use the large garden to climb trees, cross a wooden bridge and use scooters and tricycles. They take part in large scale re-telling of stories, and delight in pretending to be three little pigs in the willow den. Staff allow children to make choices and evaluate risk for themselves as much as possible. Staff are extremely vigilant about keeping children safe indoors and outside, while enabling them to choose their own activities. This all supports their physical development. Children are beginning to learn about the importance of living a healthy lifestyle. They enjoy a range of snacks and packed lunches. They use special knives carefully and skilfully to help prepare fruit for snack times. The preschool has a healthy eating policy and staff work with parents to help them understand the importance of this. Children have regular drinks which keep them hydrated.

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

The management team has a good understanding of the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have a good understanding of the local safeguarding procedures and are confident to recognise the signs or symptoms that could be a possible cause for concern. The management team carries out thorough risk assessments on the preschool, garden and any outings that they take the children on. This includes a daily visual check of the setting, toys and equipment to ensure that they are safe and suitable for the children to use. Staff are very careful about access to the preschool. They diligently ensure external and internal doors are secure to prevent unsupervised entry to the preschool. Children are well supervised at all times and as a result of these good practices, children feel safe and secure.

The preschool has established positive partnerships with parents. They promote good communication to ensure that parents are involved in their child's learning and are aware of the progress they make. The good systems in place include home visits to the family before children start and personalised settling in routines. The preschool invites parents to join them for breakfast several times in the year and plans workshops for parents to attend. Staff plan activities that successfully meet children's individual needs. They share these with parents through informal discussion and regular meetings. They are encouraged to contribute their thoughts and ideas. Children benefit from the close links with their next setting as staff work in both groups and children visit before they move across. This strong link enables staff to share information so that children are extremely well prepared for their move. Staff work closely with outside agencies including speech therapists and health visitors to effectively support all children.

The management team successfully evaluates the provision and monitors the educational programme to ensure that all areas of learning are sufficiently covered and that children are supported to make good progress. They include all staff in reflecting on practice through the use of a quality assurance scheme and peer observations. Staff have regular training opportunities and supervision meetings. They have identified strengths and areas for development as individuals and for the whole preschool. For example, they want to develop the resources for outside activities to offer a fuller educational programme outdoors. They also want to implement signing, which they feel will enable them to further support young children's communication and language development. As a result, the management team has a good capacity to maintain continuous improvement.

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	EY466398
Local authority	South Gloucestershire
Inspection number	937174
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	55
Name of provider	Phase 5 Pre School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	01454311459

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

