

Ashton Keynes Pre-School

Ashton Keynes Village Hall, Park Place, Ashton Keynes,, Swindon, Wiltshire, SN6 6NX

Inspection date

09/06/2014

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children make good progress from their starting points. This is because experienced staff provide rich learning opportunities through play, across all areas of learning.
- An effective key-person system is implemented. Consequently, children show a strong sense of belonging, are happy and enjoy the experiences provided.
- The manager leads the staff team well. Effective self-evaluation systems are in place to drive continual improvement and promote positive outcomes for children.
- Parents feel welcome and appreciate regular exchanges of information about their children's learning and development.

It is not yet outstanding because

- Staff do not consistently use the routines in the in the pre-school for children to practise writing. Therefore, they occasionally miss opportunities to further enhance children's early reading and writing skills.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held meetings with the pre-school manager and chairperson of the committee.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability, the provider's development plan and a range of other documentation.
- The inspector invited the manager to undertake a joint observation.
- The inspector also took into account the views of parents spoken to on the day.

Inspector
Julie Swann

Full report

Information about the setting

Ashton Keynes Playgroup opened in 1979. It operates from a playroom in the village hall in Ashton Keynes, near Swindon. The group offers care to children from the village and surrounding areas. The group is managed by a voluntary committee of parents. There are currently 33 children on roll, aged from two to four years. Children attend for a variety of sessions. The staff care for children with special educational needs and/or disabilities. The group opens five days a week during school term times. Sessions are from 9am until 3pm Monday to Thursday and 9am until 1pm on a Friday. The provider employs four members off staff. All hold recognised childcare qualifications. The manager holds Qualified Teacher Status and Early Years Professional Status. The group receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen opportunities for children to practise their early writing skills in the daily play routines, to support their progress in literacy.

Inspection judgements

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

Staff have a good understanding of the areas of learning and have implemented systems for observation, assessment and planning. Children's developmental journey records and tracking systems show how they are making good progress towards the early learning goals. Staff use their skills, and knowledge of how children learn, very well to promote the learning and development of each child. They base activities around what children can do already and the things that they enjoy. Staff regularly observe and assess children's continuing progress, and use their findings to inform children's next steps in learning. They provide a good range of interesting activities, and learning experiences, to meet the needs and interests of all children. Parents receive daily feedback as well as more detailed, written summaries and assessments periodically. These methods of information sharing show the parents what their children have achieved. Parents also contribute well to their children's learning records and record what their children are learning at home. Consequently, parents are fully included and staff help them to understand how to support their children's learning.

The quality of teaching is good. For example, staff provide children with strong opportunities to develop their understanding of mathematical concepts. They introduce mathematical language, such as, 'tall' and 'short', 'heavy' and 'light'. Staff routinely build on children's understanding of numbers and mathematical terms, and children confidently

use numbers throughout activities. For example, children count in multiples of 20, up to 100, during group times. Staff effectively enhance children's communication and language skills as the children listen to stories with increasing attention. Staff are animated as they read different books and use props to capture children's interest. Staff are skilful in the way they use adult-led and child-initiated activities to question, and challenge, children's thinking during play. For example, children are encouraged to solve problems as they work out how to use scissors safely and skilfully to cut around pictures, so they do not damage the images. They identify the shapes of their images and staff introduce new words, such as, 'optician' and 'spectacles', as they play. This results in children increasing their vocabulary and the ability to express themselves more effectively. Staff skilfully help children to be good listeners by using their names to gain their attention and by pointing to their ears to remind children how to listen carefully. Staff label resources effectively with words to enhance children's recognition and awareness of the meaning of writing. Children independently self register during snack time, using their name cards. However, there are fewer opportunities for children to write their names during daily activities. Therefore, opportunities to develop children's early writing skills are not always maximised.

Children have daily opportunities to access the outdoor areas to use a good selection of resources. For example, older children learn to balance on the large tyres, take part in painting activities, play games of matching colours and play catch with their friends. Staff clearly understand how children learn and how to model good learning while outdoors. For example, Staff talk with children about what children notice in the planting area and what interests them. Children are also keen to show visitors the carrots and flowers that they have grown, and also how they water them daily after collecting water from the outdoor water butt. This type of experience gives children time to develop their own ideas and helps them understand the world, and how it works. It also encourages them to describe what they see, touch and smell, and to explain their ideas. Children count bugs in the garden and learn about the world as they talk about the bugs' similarities and differences. Staff provide props and dressing-up clothes to help children develop their interest further. For example, children convert the role-play area outdoors into a camping site. They build a log 'fire' and 'bug beds'. These activities give children good opportunities to develop their imaginations and foster their interests in a way that is meaningful to them. This helps them develop the skills they need to be good learners.

Partnerships with parents are good, and staff have friendly and positive working relationships with them. Staff carry out the progress check for children aged two years which provides parents with a picture of their child's development and needs. These checks also provide opportunities for staff to offer support and professional development where any child's progress is less than expected. Staff spend time with parents and carers as they collect their children each day, discussing what went well and any issues that have arisen. Parents appreciate this and say that they are very happy with the good quality of care that their children receive. Children make good progress because of this shared approach to learning.

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

Children are confident and settled in the pre-school. The key-person system works very well and children benefit from consistent relationships with familiar carers who attend to their day-to-day needs. Staff offer all parents settling in times for their children and these are flexible according to their needs. This helps the children to separate more easily from their parents, putting them at ease and promoting their self-esteem. Staff's good role modelling and encouragement underpins children's positive relationships and good behaviour. For example, any minor quarrels are quickly resolved, and staff handle these sensitively and positively. As a result, children learn the behavioural expectations of the staff and about consequences. Staff consistently welcome, listen to, and follow up children's choices and ideas. They encourage and praise children's good listening and perseverance. They also actively promote children's enthusiasm; creativity and enjoyment for learning. These skills enhance children's social development.

Staff effectively promote children's understanding of healthy lifestyles. Children have daily opportunities to enjoy outdoor play and enjoy walks out in the community with staff. They are provided with a good balance of snacks, such as fresh fruit and vegetables, that are prepared on the premises. Staff adhere to children's dietary requirements. Children show a clear knowledge of how to keep themselves healthy, for example, as they wash their hands before eating and after playing in the mud outside. Children learn to keep themselves safe, taking calculated risks while outdoors as they run, jump and climb, and ride wheeled toys. Staff offer timely reminders for them to be careful, which reinforces children's awareness of playing safely. Children find their own coats and shoes independently which they put on with minimal help from staff. Staff provide a small jug and beakers throughout the session for children to pour their own drinks. This means that children are becoming aware of the need to drink regularly throughout the day. Staff give them opportunities to do this independently and to monitor their needs. Staff incorporate various cultural celebrations into the planning. They make sure that there are resources, books and visual images, representing difference and diversity, throughout the pre-school. Children are well prepared for the move into school. This is because systems are in place to ensure continuity of care and learning. Staff talk to children about school before they move on. They ensure they provide information on children's stages of learning, for example, by sharing learning records and tracker documents. In addition, children are able to make regular visits to school which helps to prepare them well for this move.

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

The management team and staff demonstrate a good understanding of the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, staff protect children well, and keep them safe and secure in the nursery. Safeguarding procedures are robust, ensuring all adults are suitable and have thorough up-to-date knowledge of child protection procedures. Staff understand their responsibility to help protect children from harm and know what action to take if they have any concerns about a child's welfare. Robust recruitment, vetting and induction procedures are also in place, and regular supervision sessions, appraisals and peer

observations are undertaken by the management team. This helps to ensure that staff have the required skills and commitment to care for children, and enables children to feel secure and safe. The management team closely monitors the educational programmes and works with staff to provide a broad range of experiences to help children progress towards the early learning goals. They support staff in using a range of documentation to help them to complete precise assessments of children's development. This helps to ensure children continue to make good progress in their learning and development.

Staff give high priority to safety and conduct comprehensive risk assessments of the premises. For example, daily checks of all areas are carried out prior to children arriving. Staff are vigilant in supervising children at all times. This, along with the ongoing safety checks, ensures children play safely both inside and outdoors. Staff all have a very secure knowledge and understanding of completing records for accidents and incidents, and recording these in detail. Regular audits, and the monitoring of accidents and their causes, feed into the risk assessment process to support the ongoing improvement of children's safety. The management team uses comprehensive self-evaluation systems. These take into account the views of staff and parents, using information gained from questionnaires and regular meetings. Strengths and weaknesses of the provision have been identified and the management team has developed targets to improve outcomes for children. The staff team has a common sense of purpose. Staff work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

Partnerships with parents are a clear strength of the nursery. Parents are happy with the information provided about their children and provide regular feedback to staff, both verbal and written. The nursery works well with other agencies, such as speech and language therapy services and other health professionals. These partnerships help to secure appropriate interventions for children to receive the support they may need. For example, outside agencies and other professionals offer specialist assistance to help meet children's individual needs. Key persons attend meetings to support the children and their families, and to gain additional support, or specialist assistance, as required. This clarifies where children are in their development, and helps to identify and close any gaps in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	199416
Local authority	Wiltshire
Inspection number	843261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	33
Name of provider	Ashton Keynes Pre-School
Date of previous inspection	19/11/2009
Telephone number	01285 869433

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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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