

Abington Pre-School

The Annexe, Great Abington Primary School, 68 High Street, Great Abington, Cambridgeshire, CB21 6AE

Inspection date	23/04/2014
Previous inspection date	07/11/2011

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		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have a superb understanding of the Early Years Foundation Stage. They precisely observe and assess children, identifying their preferred style of learning and their current interests. Staff use this skilfully to provide a fantastic range of activities that fully engage and stimulate children.
- The leader and staff's realistic evaluation system and highly effective monitoring ensure targets for future development are identified and continuous improvements are made. This ensures the pre-school continues to provide superb quality care for all the children.
- The leader and staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Highly motivated, well-trained staff provide consistently outstanding levels of teaching and care. As a result, all children make exceptional progress and any gaps in learning and development are rapidly closing.
- Every child is well prepared for the next stage in their learning, including starting school. Staff are fully committed to working in partnership with parents, carers and local schools; exchanging detailed amounts of information and inspiring parents to become actively involved in their children's learning and development.

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 classroom and outdoor area of the pre-school. She talked with the staff and Headteacher and the reception teacher of the attached school.
- The inspector invited the pre-school leader to conduct a joint observation.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day as well as their written views.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

Abington Pre-School was registered in 1978 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile building in the grounds of Great Abington Primary School in Cambridgeshire. The pre-school is managed by a voluntary committee. It serves the local area and has strong links with the school. Children have the sole use of one main classroom, occasional use of an adjoining classroom and use of toilet and hand-washing facilities that are all on one level. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 8.50am until 2.50pm. Children attend for a variety of sessions. There are currently 34 children in the early years age range on roll. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are five staff employed to work with the children, four of whom hold an appropriate childcare qualification at level 3. One member of staff is unqualified. The pre-school is a member of the Pre-school Learning Alliance and 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:

- enhance the already excellent early reading opportunities for children in the outdoor area by refreshing some of the signs and labels, so that children continue to make connections of how print can be used in various contexts.

Inspection judgements

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

The welcoming and creatively resourced environment encourages children's development across all areas of learning exceptionally well. The energy and enthusiasm shown by children in this pre-school is second to none. A high focus is placed on ensuring children make very strong progress in all the prime areas of learning. Therefore, children are extremely well prepared for their next stage in learning. All children make exceptional levels of progress from their starting points and any gaps are closing rapidly. This includes those children who are learning English as an additional language and children with special educational needs and/or disabilities. Staff have an extremely clear understanding of how children learn and provide imaginative and inviting activities that challenge their learning. Staff ensure that children's points of view and current interests are fully incorporated into planned activities. There are weekly topics for the children to discuss and investigate through group activities and independent exploration. Therefore, children rapidly become highly enthusiastic and willing learners. For example, children are eager to

describe a recent visit to the hairdresser's as part of the pre-school's hairdresser topic. Staff listen to children attentively and this motivates them to use complex sentences that reflect their experiences. Children purposefully deploy themselves extremely well, enabling them to combine questioning and explanations to motivate children's thinking. For example, children excitedly use all their strength to remove the leaves of the dead daffodil plants in the outdoor area. Staff ask them open-ended questions to challenge their thinking about why they need to remove the leaves and explain the importance of caring for bulbs through the different seasons of the year. As a result, children learn about growth and decay and how to stimulate new growth next year.

Children develop the skills to become extremely confident and self-assured individuals as they take it in turns to contribute to whole and small group discussions. Staff divide the group for short periods during the session to ensure that the learning needs of individual children are met. Staff create attractive alphabet displays, labels and number lines that are arranged in the indoor and outdoor areas to enhance children's early reading and writing skills. However, some of the signs and labels in the outdoor area require refreshing, to enable children to clearly see all the pictures and words, to support them in making connections of how print can be used in various contexts. Children have unlimited free access to the wide variety of reading materials. These include photograph books of imaginative role-play scenarios with their parents in the pre-school, such as christenings and weddings. These are particularly popular with the children and are used to support their understanding of the world. Staff successfully organise additional opportunities led by visiting sports coaches to help children learn new physical skills that provide optimal challenge. Children thoroughly enjoy themselves and squeal with delight as they chase each other, learn how to weave in and out of cones and run backwards as they participate in a game of tag rugby. Staff are skilled at providing one-to-one attention to enable children to rapidly learn new skills and place utmost priority on ensuring that all of them are fully included in this first class pre-school. They adapt their superb teaching methods to help those children who are learning English as an additional language. Staff are incredibly pro-active and knowledgeable of how to support children with special educational needs and/or disabilities. They create detailed individual education plans in partnership with linked professionals and parents.

Staff successfully identify ways to help children move forward as they gather comprehensive information from parents when children begin attending the pre-school. They then build upon this as they conduct regular detailed observations and assessments. Additional methods are implemented for the observation and assessment of behaviour and emotional development. Very strong bonds are developed with all children's families. Parents recognise and praise the pre-school's highly effective work. They have daily contact with staff and are fully involved in developing the plans made for their children and in sharing all the achievements made. For example, parents consistently review and contribute to their child's learning and development and receive copies of the pre-school's weekly plans. Staff also provide innovative ideas for parents to support their children's learning at home. For example, children take it in turns to take home 'Barney Bear'. Parents help their child record 'Barney's' adventures in a special book, which children share with the whole group on their return. Consequently they are fully informed how they can support their child's learning at home.

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

The carefully considered key person system offers children exceptional security and consistency throughout their time at the pre-school. This ensures that children build warm, trusting relationships with staff from when they first join. In addition, it enables them to relax and enjoy their learning, secure in the knowledge that they are cared for by people they know very well. The deep appreciation staff develop of children's backgrounds, strengths and interests enables them to offer children well-targeted support, which promotes their well-being to an excellent standard and enables them to settle quickly. For example, on arriving at the pre-school, children seek out their key person to show them their scratches and small bumps from playing in their garden at home over the weekend. Staff take the time to listen carefully and always get down to the children's level to demonstrate their genuine interest. They gather extremely detailed information from parents to ensure their child's needs are effectively met.

Care practices are extremely good and children learn about good hygiene routines, such as hand washing. As they do this, they are developing a very strong sense of independence and gaining in confidence as they clearly know that they need to 'wash the germs away'. Regular visits from the community nursery nurse enhances children's understanding of the need for thorough hand washing and teeth cleaning. She invites children to place their hands under an ultra violet light to highlight specific points on their hands that require special attention. Children make independent choices as they help themselves to the clearly labelled, good quality resources and equipment. There are good opportunities for children to learn about healthy lifestyles. Children choose when to help themselves to the healthy and nutritious snacks and pour their own drinks. The staff ensure that any special dietary requirements are followed. All children very much enjoy this social occasion and benefit from the interaction with their friends and staff who sit with them. Children enjoy ample opportunities for exercise and fresh air during outdoor play in all weathers. Staff teach children the health benefits of food through weekly cooking sessions and activities. This enables them to taste different foods from around the world and sort food groups into either red, amber or green categories based on their health benefits. Children's understanding of safety is threaded through many daily routines and activities. They have a very mature understanding of how to contribute to their own safety. For example, they carefully negotiate space as they skilfully run in different directions when playing tag rugby and know that they must remain in the coned-off area.

Children behave exceptionally well as staff have high expectations and clear boundaries in this nurturing environment. Staff have recently introduced an innovative idea to encourage children's positive behaviour. In addition to consistent praise, children also select a button to add to the 'button jar'. When the jar is full, children collectively choose a reward. Recently, children have enjoyed a reward to visit the newly installed play equipment at the local park. Any unwanted behaviour is discussed with children calmly in age and developmentally appropriate language. The consistent approach and extremely effective strategies that staff use to manage behaviour creates a harmonious environment in which children thrive. Staff have robust plans in place to support children as they move onto formal education, either to the attached or another school. Children are already familiar

and demonstrate their confidence as they move around the attached school to enjoy activities with reception class. For example, they visit regularly to take an active part in special organised weeks, such as French week and rhyme week. Excellent partnerships with reception teachers are already in place as they regularly visit the children in the pre-school and get to know them well. Consequently, children are very well prepared and ready to continue their learning immediately as reception teachers comment that children demonstrate a positive 'can-do attitude'. Staff also plan activities based around exploring the children's thoughts and feelings to support them emotionally. For example, they read stories about school and discuss their new uniforms. This excellent practice helps children to view their move as an exciting adventure.

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

The leader, staff and committee members work extremely well together to ensure that the pre-school is very well organised and that daily routines operate smoothly. They have an exceedingly good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. The manager and staff ensure that there are vigilant safeguarding procedures in place. These are supported by comprehensive policies and procedures that are in place for staff, parents and all visitors to be aware of and fully understand, throughout the pre-school. The leader and deputy leader are the designated safeguarding officers and have attended specific training to fulfil this role. This ensures that they have a thorough understanding and knowledge of procedures and how to support staff and parents if safeguarding issues arise. Risk assessment procedures are professionally considered. Balanced risk assessments ensure that the pre-school is able to consider the benefit of an activity or resource against the risk involved. Children, therefore, play and learn in an exceptionally safe and secure environment and thoughtful staff deployment further ensures their well-being.

Robust and efficient systems ensure that all staff are suitably qualified and appropriately vetted. Adults, including volunteers, are not allowed to work with children until all checks are cleared. Thorough induction, appraisal and supervision systems are in place to identify staff training needs and to make sure that these are clearly targeted to improve the pre-school's already excellent practice. All staff are encouraged to develop their own professional practice and to share the benefit of this with their colleagues. For example, staff have recently attended language and communication training. Consequently, staff have gained further skills to plan and assess children's communication and language. Regular team meetings offer staff a forum within which they can reflect on the needs of individual children and the pre-school as a whole. Self-evaluation is used extremely effectively to identify the strengths and weaknesses of the setting. A robust improvement plan is in place, which has enabled the recommendation from the previous inspection to be fully addressed and sets future goals to promote even further continuous development. All staff, parents and children contribute to this process. Staff regularly reflect upon the service and provide ideas about how to develop the pre-school further. All changes are considered in relation to the benefit that they will bring to children. For example, recent

improvements include reducing the time spent during registration following children's requests. Consequently, children learn that their views are valued and that they are listened to by staff. Future plans include borrowing the reading books that are used in the attached school, to further enhance children's reading skills.

The leader is inspirational; she has a comprehensive overview of children's progress through her leadership on planning and tracking. She closely monitors the educational programme and children's progress to ensure children are meeting or exceeding the expected levels of development. Where gaps are identified, the leader and staff are quick to respond by providing focused activities to help children develop their skills. Partnership working with other professionals and agencies is exceptionally well established. Staff have built excellent working relationships with parents and value their active contribution to their children's life while at the pre-school. Parents are highly complimentary about the pre-school. They particularly highlight the impressive level of resources and the dedication and approachability of staff. Parents comment that they always know exactly what their children have been learning as, 'the communication is excellent' and this makes them feel, 'completely involved' in their child's education.

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	221750
Local authority	Cambridgeshire
Inspection number	865959
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	34
Name of provider	Abington Pre-School Committee
Date of previous inspection	07/11/2011
Telephone number	07974 051871

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Type of provision

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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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