

Abbeytown Pre-School Playgroup

Main Street, Abbeytown, WIGTON, Cumbria, CA7 4RU

Inspection date

24/04/2014

Previous inspection date

20/10/2011

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

- The quality of teaching is good because staff use good teaching methods to support, challenge and extend children's learning in all that they do.
- Staff make good use of time and space so that children benefit from a broad range of interesting activities that incorporate their interests and reflect all areas of learning. Therefore, children approach their play with enthusiasm.
- The children form close bonds and secure attachments with all staff. The effective key person system, good information sharing with parents and excellent transition arrangements ensures that children are happy and feel emotionally secure in their care.
- Children are provided with a safe and secure environment because staff have a thorough knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage which means children are protected at all times.

It is not yet outstanding because

- There is scope to enhance and develop further children's interest and enthusiasm for exploring and investigating the nature and properties of water to further extend children's understanding, curiosity, imagination and experimentation.
- Opportunities to strengthen children's awareness and understanding of disability are not as well promoted in the pre-school playgroup environment as other positive visual images of diversity.

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 playing in the playroom and outdoor play areas.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, and the systems for the monitoring of children's progress, and discussed the planning.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Abbeytown Pre-School Playgroup opened in 2001 and is managed by voluntary committee. It operates from a designated self-contained unit in its own grounds adjacent to Holm Cultram Abbey Church of England Primary School in the village of Abbeytown near Wigton, Cumbria. The pre-school playgroup serves the immediate locality and also the surrounding rural areas. Children attend for a variety of sessions. The provision is divided into two groups operated by different staff teams. The playgroup sessions operate from 1pm to 3.30pm on Monday and Wednesday and 9am to 11.30am on Friday. The pre-school sessions operate from 8.45am to 12.30pm Monday to Thursday. Children have access to an all-weather outdoor play area and adjoining nature area. There are currently 26 children in the early years age range on roll. The pre-school playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently five staff employed at the pre-school playgroup who all hold an appropriate early years qualification, including the manager who has a Foundation Degree in Teaching and Learning. Three of the staff have qualifications at level 3 and one at level 2. The pre-school playgroup is a member of the Pre-school Learning Alliance and receives support from the local authority. The pre-school playgroup is registered on the Early Years Register and is open term time only.

What the setting needs to do to improve further

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

- enhance and extend children's interest, understanding, curiosity, imagination, and experimentation. For example, by providing additional opportunities for children to further develop their learning experiences and exploration by providing more opportunities for scientific experiments and experiences.
- extend the use of the positive visual images displayed in the pre-school playgroup to include references to disability in order to strengthen teaching and therefore develop children's awareness and understanding of difference.

Inspection judgements

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

The quality of teaching is good. All staff have a good understanding of how young children learn and develop. They are actively involved in children's play and they skilfully ask open-ended questions to encourage children to think for themselves. For example, when children want to stick different materials onto a card the staff ask what they need to use to attach the pieces to their sheet. As a result, children explore different ways to solve the problem, such as using glue sticks or sticking tape. This effective approach to teaching

encourages children to be active learners. The detailed observations, combined with good planning and assessment arrangements contribute to supporting children in making good progress in the learning in relation to their starting points. They are well prepared for school through the routines and activities they embark on and practise daily. Staff know the children well due to the close relationships and close interactions held with children and with their family members. Staff are well aware of children's current interests, which they effectively incorporate into the planning of activities. They assess children's development using regular 'summary progress' sheets to ensure they have a good overview of children's progress over time. This results in key persons having a good understanding of individual children's stages of development and are able to note any gaps not closing so that help is obtained swiftly. Staff complete entries in children's 'wow moment' books and link the areas of learning children achieve supplemented with colourful photographs. Parents are encouraged to add their own comments into this book to share what their children do at home. Staff provide clear and achievable next steps in children's records and share this information with parents to support their learning at home.

The learning environment is very welcoming and stimulating. Staff ensure children experience a broad range of activities across all areas of learning. This contributes to supporting children in making good progress in their learning and readiness for school. Children have free and independent access to a wide selection of resources which they transport from one area to another. They are very confident in their approach to their play and are very enthusiastic because their ideas and thoughts are listened to by skilled and experienced staff who follow their lead. Children make their own choices in play and overall activities reflect their interests. Staff engage in the children's play and children play happily outside. They enjoy running around and using the resources made available to them. Children are confident to ask for alternative activities that are not out for them, for example, water. The children help to fill a bucket and take it outside on to the decked area where they scoop it up in containers, and pour it over the side, onto the ground. More children join in and come inside and fill smaller containers and carefully carry them outside. Staff set up the water tray and children add different items to support their play, for example, bottles, spray bottles, funnels and drain pipes. There is scope to further enhance children's enthusiasm and interest in water. For example, by enhancing their sensory awareness and to provide more opportunities for scientific experiments and experiences.

Staff skilfully support children's communication and language skills. For example, through singing, repeating words, recalling stories and providing narratives in children's play. As a result, children are eager to join in conversations and happy to talk about themselves and their families. For example, the children recently brought in pictures of their pets which are now displayed on the wall. Children enthusiastically talk about their own and their friends pets, what they are called, and what kind of animals they are. This extends onto the next display where they children recall how they visited the local vets to see how animals are looked after when they are ill. Children are keen to join in action songs and singing activities. Staff listen to children and give them time to talk about their own experiences without being rushed. They learn to wait patiently till it their turn to speak and to put their hand up when they have something to say. Children enjoy looking at books and help themselves to book bags containing puppets and props to recreate the

story. Children also engage in a wide range of activities that promote their early writing skills. For example, children carry post it notes and a pen round with them when playing outdoors to write names and labels while copying the staff who are observing them during their play. They use their name cards to copy the letters of their name and their self-esteem is effectively promoted when staff make a copy of it for them to take home. Children help staff make topic books related to visits from people who help us, for example, the police woman and the vet. This promotes children's literacy development. Children are making good progress in their mathematical development. They explore number in everyday situations and routines, for example, when they line up to come inside, the children in turn count from one to ten and above, seeing how far they can count before making a mistake. Staff encourage children to do matching puzzles and number lines using coloured cubes. They extend children's learning by asking how many children are attending and how many chairs they need at snack time. Lots of mathematical language is introduced and reinforced as children count in their play, and they discuss shape, number and size. Staff effectively foster children's role play and imaginative development in expressive arts and design. This is because all children have good opportunities to use their imagination through role-play activities. Staff help children to act out traditional children's stories, for example, the three bears and the story about three billy goats, trip trapping over the bridge. Children have good opportunities to learn about the world in which they live. Through outings, role-play props, pictures, books and activities, children learn about their community and the beliefs and celebrations of people that live around them. However, the use of positive visual images displayed in the environment does not fully extend to images of children and adults with disabilities. Therefore, opportunities to talk about difference and disability and to help children become more aware that some people are different from themselves are not fully promoted. Children learn how things work and use computers competently. They can manipulate the mouse on the screen to pick up objects and move them around. These activities effectively promote children's progression in understanding the world and information and communication technology.

Partnerships with parents are good. Staff fully understand the importance of working in partnership with parents. Parents are invited to join the committee as representatives of each of the groups and have an input in the running of the setting. Parents receive a wealth of information about the care and educational activities, the Early Years Foundation Stage and the learning in place for their children. In addition, staff inform parents of how they can help to continue their children's learning at home by recording the next steps in the 'wow moments' diary. Staff hold parents' evenings so that they can share and discuss children's individual progress. In addition, parents are able to access their child's progress records at any time. Furthermore, they use a parent comment sheet in the back of the 'wow moments' diary and an additional post it sheet kept next to the signing in register as a way of encouraging parents to share children's learning at home. As a result, staff gain a bigger picture of the children's achievements at home and in the setting and this then contributes to the planning for continuity in children's learning. Staff work well with parents if there are emerging concerns about a child's progress or if children have an identified special educational need and/or a disability. This means they share information and work together to agree plans so learning is individual to each child's specific needs.

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

Relationships between the children and all staff are good. Staff provide children with a warm, relaxed and inviting environment to support their emotional well-being, care, learning and development. When children first start at the playgroup sessions, staff obtain detailed information from parents about children's individual needs, likes, routines and progress. This means staff know children well and this contributes to meeting their needs and promotes continuity in their care. When settling new children, key persons spend time with them to ensure they form a close bond and attachment with them. This means children feel safe to ask staff for a cuddle or to sit on their knee during activities when they are feeling a little unsure or tired. This effectively promotes children's personal, social and emotional development. Key person arrangements also contribute to effectively supporting children's transitions as they move from the playgroup sessions into the pre-school sessions. For example, key persons ensure children understand what is happening and what changes it will mean to their routine. The effective transition arrangements from home and within the setting support children in embracing their future moves. For example, when they start school, children have the confidence and self-assurance to manage change because they are kept well informed. Parents spoken to at the time of inspection comment that they feel very welcome by the staff and the pre-school is a fantastic place for children.

Staff effectively promote children's health and well-being. For example, they implement a wide range of policies and procedures which contribute to keeping children healthy. Staff follow stringent cleaning routines, safely administer medication and procedures for managing illness are shared with parents. All these methods contribute to minimising the risk of illness and infection. Staff provide a variety of healthy well-balanced snacks to develop children's understanding of a healthy diet and lifestyle. They also take account of all children's dietary needs and allergies. Snack time promotes a social experience for children with good opportunities for them to be independent and develop good manners and self-care skills. For example, children help staff set the table and the 'waiter or waitress' for the day asks the children what they would like for their snack. They confidently pass the bowls of fruit and yoghurts to their friends and once everyone has received their snack they all sit down and start eating together. Children pour cartons of milk into manageable jugs so everyone can help themselves. Once they have all finished the children wash up their utensils and place the waste in a container to feed the birds in their nature garden. Children practise effective hygiene routines so that they develop good self-care skills and an understanding of being healthy. They wash their hands after playing outside and before eating. Children understand why they do this and explain to staff how dirt on their hands will make them ill.

The learning environment for children is safe, clean, well-organised and well-resourced. Staff provide a range of activities to develop children's awareness of staying safe, for example, they discuss road safety and complete the fire drill every half term. During their play children talk about ovens being hot and having to be careful in the kitchen. As a result, they learn how to keep themselves safe. Staff ensure that all children have the space and freedom to explore their environment, while being under their close supervision. Children love being outside and the addition of the covered, decked area

significantly enhances children's access to fresh air and outdoor play opportunities. Staff supervise the children well and remind them how to use equipment safely, such as the wheeled toys especially when children ride them down the bank of the raised grassed area. Children play ball games and roll hoops, climb on rope ladders and clamber through tyres. These experiences contribute to supporting children's physical development and their understanding of exercise and leading a healthy lifestyle. Staff display children's work attractively around the playroom, this provides a sense of belonging and show them that their efforts are valued and respected. Children's behaviour is good. This is because staff provide a wide range of age appropriate and challenging activities that keep children engaged, engrossed and involved in their learning. Staff are positive role models. They provide consistent routines and boundaries for children so that children have a good understanding of what is expected of them. For example, they explain how it is kind to share and take turns. Children receive constant praise and reassurance from staff, which develops their self-esteem and confidence.

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

The manager and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff undertake safeguarding training and have a good understanding of their role and responsibilities to protect children. Through clear guidance and detailed safeguarding policies, they understand the procedures for reporting and monitoring any child protection concerns. The manager and staff implement a detailed range of policies and procedures to ensure the children's safety. Detailed written risk assessments are in place to ensure that the indoor and outdoor environments are safe and secure, in addition, safety checks are completed daily before children arrive or go outside. Therefore, any hazards are quickly identified to ensure children's continued safety and security. There are good recruitment practices and thorough induction procedures in place to ensure that any new committee members or staff are suitable to work with children. Staff are effectively deployed to maintain the good supervision of the children and the adult-to-child ratios are well maintained. This supports meeting children's needs and keeping children safe.

The manager and staff demonstrate a strong commitment, drive and ambition to continuously improve this already good setting. Effective strategies are in place to support the committee, manager and staff in monitoring and evaluating their strengths and to highlight any areas for improvement. For example, they make good use of self-evaluation, monitor the educational programmes and track children's progress as a way to improve the provision and outcomes for children. As a result, they outline their goals and aspirations for the future. For example, future plans include developing the outdoor area to include more sensory opportunities for children. Though discussions at meetings and written questionnaires, staff, parents and children are actively involved in the improvement plans. In addition, staff have successfully addressed the recommendations made at the last inspection. For example, the self-evaluation process is fully considered by all users so that it successfully highlights areas for future development. In addition, changes have been made to involve parents more in the ongoing observation and assessment process and the sharing of information about what children do at home. The

programme of professional development and performance management is very good. Strategies to support the personal effectiveness of staff and to continue to promote an experienced and well-qualified workforce includes opportunities for training, regular supervision, annual appraisals and full staff meetings.

Staff have strong and positive relationships with their parents. They all work together to meet the children's individual needs. Parents express how they are very pleased with the service they receive from the setting and the staff members. They feel communication is excellent and their children are very happy and settled. A wealth of information is displayed for parents. Parents state that staff work well with them to support their children's learning, including working with any other professionals involved in their child's care. They feel staff take the time to keep them informed about their children's day and progress and they say their children are safe and very well-cared for. Staff establish strong links with the schools children attend in the rural community. They work together to ensure the transition to school is a smooth experience for children. Staff also forge links with the other childcare professionals who share the care of the children. They find out what children are experiencing in their setting and this contributes to promoting continuity in their learning. This strong partnership working ensures continuity for children and parents.

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	317461
Local authority	Cumbria
Inspection number	868432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	26
Name of provider	Abbeytown Pre-School Playgroup Committee
Date of previous inspection	20/10/2011
Telephone number	016973 61511

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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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