

ABC Pre-School

Irchester Village Hall, 36 School Road, Irchester, WELLINGBOROUGH, Northamptonshire, NN29 7AW

Inspection date	11/07/2014
Previous inspection date	12/12/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- An excellent range of imaginative activities means that children are actively engaged in their own learning choices.
- There is an extremely high standard of teaching. This ensures that all children, including those with special educational needs and/or disabilities, make exceptional progress in relation to their starting points.
- Children make very secure attachments to caring and affectionate staff. This means that children have a great deal of self-confidence and positive, emotional well-being.
- The manager and staffing team strive for excellence in every aspect of the provision. This ensures that there is a consistent reflection on practice and means constant developments are taking place.
- The environment is extremely safe and welcoming for all the children and their families. This ensures that children are protected at all times within the pre-school.
- Children are given various opportunities to develop their independence. As a result, they are exceptionally well prepared for school or the next stages in their learning.
- Parents are highly engaged at all levels within the pre-school. Consequently, there is a very strong link with children's home learning.
- Children's safety is paramount and given the upmost consideration by all staff. The manager clearly understands her responsibility to safeguard children.

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 toured the premises with the manager.
- The inspector observed activities in all the main playrooms and the outdoors.
- The inspector checked policies and the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager.

Inspector

Ben Hartley

Full report

Information about the setting

ABC Pre-School was re-registered in 2013 on the Early Years Register. It is situated in Irchester, Northamptonshire and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from rooms within the village hall and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status and one with Early Years Professional status. The pre-school is open on Mondays from 8.50am to 11.50am, and Tuesday to Friday from 8.50am to 11.50am and from 12.20pm to 3.20pm, with the option of a lunch club for pre-school children. Children attend for a variety of sessions. There are currently 89 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance the already excellent outdoor displays to include even more opportunities for children to maximise their mathematical skills.

Inspection judgements

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

Children relish the opportunities to take part in an extremely wide range of interesting, imaginative and engaging activities. As a result, they are active, busy learners who demonstrate their eagerness to discover more about their chosen interests. There are various opportunities for children to take part in their chosen activities independently, as well as a range of interesting adult-led activities that interest the children. For example, children are creating their own treasure chests in order to take part in a treasure hunt. During this activity, staff use excellent questions that enable children to think critically and discuss their own knowledge. Children particularly enjoy the range of resources that are offered and use them in a creative manner. A very consistent level of extremely high quality teaching is evident throughout the pre-school. As a result, all children, including those with special educational needs and/or disabilities, make exceptional progress in relation to their starting points. There are clear plans and interventions in place that provide an excellent level of individualised learning and support for all learners. Planning is based on children's individual needs and children enjoy free access to resources. Consequently, their independence is increasing and this ensures that they are exceptionally well prepared for school or the next stages in their learning. Staff expertly extend children's learning on a consistent basis through the use of careful open questioning. This extends children's thinking and enables them to link elements of their

previous learning. Children demonstrate their considerable skills and competence when using various tools and equipment. For example, children use the computer and equipment very skilfully. They also demonstrate their skill in following instructions and spoken cues that the computer gives. Children have free access to resources, such as sand and dough. This enables them to explore texture of materials and allows them to make comparisons with their own real-life experiences. For example, when talking about the dough that contains flour, children compare their creations to snowy mountains that they have seen. However, there is scope to enhance the already excellent outdoor displays to include even more opportunities for children to maximise their mathematical skills.

The pre-school are taking extremely positive steps to increase children's readiness for school or the next stage in their learning. For example, children attend a picnic at the local school in order to support them in their transitions. Additionally, transition documents are shared and discussed with teachers in order to provide them with a clear picture of the children's stage of development and individual learning preferences. Furthermore, the importance the pre-school places on increasing children's independence means they are curious and eager learners. Children also demonstrate an ability to concentrate and persist at their chosen activities for a sustained period of time. Group activities are maximised in order to provide children with additional learning opportunities. For example, younger children have a separate group learning time. This enables staff to carefully plan activities that are suited to both younger and older children. Children demonstrate their eagerness to learn during these times and remain involved at all times. Furthermore, during a story, children recall many familiar elements, joining in with words and exhibiting their interest in books.

Robust assessments and planning enable the pre-school to provide highly individualised learning. For example, individual education plans are developed for children with special educational needs and/or disabilities. These plans are developed in conjunction with both outside professionals and parents. This means that specific and measurable targets are set and parents work collaboratively to achieve them. Additionally, the pre-school take very active steps to ensure that parents are involved in their children's learning inside the setting and at home. For example, parents are actively encouraged to take part in sessions within the pre-school and stay with their children during the session. Parents comment extremely positively on the progress that their children have made in the setting and the overall quality of the provision. New children are encouraged to take part in some sessions prior to their start date. This ensures that children are settled and have an awareness of the staff before they stay in the pre-school for prolonged periods of time.

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

Children make very secure attachments to caring and affectionate staff, and in particular, their key person. This means that children are extremely confident and their emotional well-being is very secure. As a result, children gain the most out of their exploration and take risks within their play. A very well-established key-person system ensures children and families have a regular contact within the pre-school. This means that relevant information about children's care and learning is shared very effectively. Staff are very positive role models for the children. As a result, the learning environment is very calm

and extremely safe. This allows children to explore with a great deal of confidence and assures their safety. Children openly share resources and enjoy taking part in collaborative activities with friends. When necessary, staff use very consistent strategies to support children in turn taking. For example, staff use an egg timer in order to explain to children when they need to finish using the resources. This made their expectations of behaviour clear and children clearly understand. Children behave in a very positive manner throughout their time in the pre-school. Care routines are well organised according to children's individual needs. For example, staff accompany children to the toilet and provide the appropriate level of support, depending on the child's needs.

The environment is extremely welcoming and inviting for children, both inside and outside. The pre-school make expert use of the environment in order to maximise the learning potential. For example, the larger, secondary room is used for a variety of purposes depending on the individual plans and the needs of the children attending that day. This enables children to play and learn in a comfortable environment that promotes their independence. Children are learning to manage their own personal hygiene and utilise equipment for a specific purpose. For example, children independently wash their hands prior to having snack. They then have free access and choice to enable them to make their own choices and preferences clear. Children use knives to spread their own butter and choice of spread. Furthermore, children are given opportunities to take risks within their play and utilise the learning environment in a creative manner. For example, children use boxes to build a variety of equipment and items, utilising the climbing equipment to build higher. Furthermore, skilful opportunities are planned in order to provide children with opportunities to create on a large scale in the outdoor environment.

The pre-school fully understand the importance of physical activity in supporting children maintaining healthy lifestyles. The environment is used skilfully in order to provide children with opportunities to take part in rigorous play activities in all weather conditions. For example, covers are used in order to ensure that children have daily access to the outdoor area. Furthermore, the larger playroom is often utilised for large scale, rigorous play activities, tailored to promote children's physical development. This ensures that children are assured of daily opportunities to take part in physical exercise. Children are encouraged to make positive choices in their packed lunches and discuss their choices with friends. Additionally, children have free access to drinking water and are encouraged to drink regularly as part of their daily routine.

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

Safeguarding practices are exemplary. The manager has an expert understanding of her responsibilities to safeguard children. As a result, children are totally protected within the pre-school. Staff are deployed excellently around the learning environment in order to assure children's security. For example, as children move between the two main learning areas, staff follow them around the environment to support their learning and ensure their safety. Furthermore, the pre-school employs additional staff in order to ensure that children's safety is assured and to maximise learning opportunities. This ensures that ratios are maintained in the pre-school at all times. Relevant checks are undertaken on all

staff prior to them entering the pre-school. The manager checks the suitability of people who have occasional contact with children; for example, parents who volunteer. Robust recruitment procedures are in place to ensure staff suitability. Expert consideration is given to the specific requirements of the pre-school. For example, the manager is aware of the specific risks in the outdoor area and ensures that at least two staff are present in this area at all times. This ensures that the supervision of children is consistently excellent in order to keep them totally protected. Furthermore, the manager is extremely aware of her responsibility to ensure the safety of the premises. Robust checks and risk assessments are undertaken on a daily basis. This ensures that the premises are suitable and safe, prior to children entering the pre-school.

The management and staff team strive for excellence and stop at nothing to consistently review and enhance their outstanding provision. For example, staff demonstrate a commitment to ongoing professional development and training in order to further their qualifications and enhance the quality of their teaching. Furthermore, staff seek to attain additional skills in order to support children with special educational needs and/or disabilities. For example, a key person attending training for autism with a parent in order to understand more about a child's specific individual needs. As a result, expert care is provided for all children. The overall quality of the qualifications of the staff team have an extremely positive effect on the quality of teaching in the pre-school. As a result, teaching is consistently excellent. This maximises the exceptional progress children make within the pre-school.

The pre-school are active in creating and building upon partnerships with parents and outside agencies. As a result, excellent partnerships have been developed and this has a very positive effect on the continuity of care provided for children. Additionally, the partnerships that have been developed with the school ensure that children are well prepared for the transition into their reception year. Staff provide sensitive support for parents in all aspects. For example, a key person has recently attended schools with parents in order to establish the best school given the child's complex needs. This demonstrates the commitment that staff have to children and their families and the lengths they will go to in order to ensure the best possible outcomes for 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY463770
Local authority	Northamptonshire
Inspection number	981122
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	89
Name of provider	Nicola Kay Horrell
Date of previous inspection	12/12/2013
Telephone number	07906086995

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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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