

Amington & District Pre-School

Amington Band Room, Sharpe Street, TAMWORTH, Staffordshire, B77 3HY

Inspection date	12/09/2014
Previous inspection date	26/11/2009

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

- Managers and staff demonstrate an in-depth knowledge of all safeguarding procedures. They keep up to date with current guidelines and local procedures, to ensure children are safe and protected.
- Staff provide a varied range of stimulating play and learning activities which help children develop their physical, creative and literacy skills and which make learning fun.
- Staff provide accessible computers to help children develop their technology skills. This prepares children for their future learning and school.
- Partnerships with parents and other professionals are highly effective. This means that children benefit from positive relationships and their emotional well-being is secure.
- Self-evaluation is effective, resulting in the continuous professional development of staff and improved outcomes for children with identified needs.

It is not yet outstanding because

- Staff do not always sharply focus on children's active participation during some large group activities, such as registration time. Consequently, children of different ages sometimes become easily distracted from purposeful learning.

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 pre-school and conducted a joint observation of a large group activity with the manager.
- The inspector held discussions with the manager and the majority of staff, and spoke to a number of children present on the day of inspection.
The inspector looked at children's observation and assessment records and planning
- documentation, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of suitability and qualifications of the manager and staff. She looked at quality assurance records and discussed self-evaluation arrangements and the improvement plan with the manager.
- The inspector spoke to a number of parents at the inspection to obtain their views, and took account of written information included in the manager's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Amington and District Pre-school was registered in 1992 and is on the Early Years Register. It is situated in Tamworth, Staffordshire and is managed by a private owner. The pre-school serves the local and surrounding areas and is accessible to all children. It operates from a large hall and side room in the Band Rooms in Amington and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. One member of staff holds Early Years Teacher status. The pre-school opens during term time from 9am until 3pm on Monday, Tuesday and Friday, and from 9am until 12 midday on Wednesday and Thursday. There are currently 45 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance learning opportunities for children of different ages, particularly during large group activities, for example, by encouraging staff to sharply focus on children's active participation and purposeful learning at registration time.

Inspection judgements

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

Staff provide a varied range of interesting and stimulating activities which effectively support children's learning. Consequently, children make good progress towards the early learning goals. Staff use their teaching skills and childcare expertise well, to create a lively and enjoyable environment where children are keen to explore and investigate. As a result, children show high levels of involvement in their self-chosen and active play. For example, girls and boys play happily together in the role-play area. They use dolls, cooking utensils and a variety of imaginative play toys to re-create familiar experiences in their pretend play. They enjoy taking their baby to the shops, cooking a meal and looking after each other. This helps children to cooperate and communicate with others, as they express and develop their own ideas. Children show good levels of competency when they operate simple computer programmes by themselves. They skilfully use the mouse to control the cursor, in order to activate and play educational games. They concentrate intently as they focus on the aim of the programme and show a sense of pride when they achieve success. They talk to each other to communicate what they know and understand and to solve simple problems. This demonstrates their secure understanding of how everyday technology works. Consequently, they develop strong communication skills and

positive relationships. This prepares them well for the move to school.

Key persons develop a clear understanding of children's individual interests and learning styles from the onset, through their strong partnerships with parents. As a result, they plan successfully for children's future learning. For example, they identify each child's favourite activities and toys when children first attend and at periodic reviews. They make good use of this information to set out specific toys and equipment, which attract children's immediate attention. Consequently, children new to the setting develop their creativity and imagination early on, as they play with a range of small-world vehicles and play figures. Older children develop their mathematical and problem-solving skills as they work out how to fix simple jigsaw puzzles. Staff continue to set good levels of challenge as they provide more difficult puzzles for children to experiment with and explore. Staff continue to extend children's learning outdoors by providing a wide range of toys and equipment to enhance their curiosity and investigative instincts. As a result, children freely use magnifying lenses, cameras and other viewing equipment in their everyday play. Boys concentrate on their self-chosen task as they create shapes and patterns with small blocks and coloured materials. This promotes their active learning and creativity and helps them to understand simple mathematical concepts of size and shape.

Children with special educational needs and/or disabilities and those who speak English as an additional language receive good levels of support from pre-school staff and key persons. This secures their progress and next stage in learning. Staff work closely with other professional partners to identify children's learning needs. They use early years development information, such as the progress check for children between the ages of two and three years, to guide and inform their planning. This helps them to plan an effective and individualised learning programme for each child and to identify early signs of development delay. Consequently, all children make good progress in their development and receive good levels of support when needed. For example, staff focus on children's specific likes and interests to prompt discussions about a rocket. They introduce a curiosity box to stimulate children's curiosity and ability to talk about what they see and do. They use words and sounds that are familiar to children in their home language, to prompt conversations and to help them learn English. This strengthens children's communication and language development.

Staff organise small and large group activities throughout the day, which encourage children to participate in a variety of games and learning opportunities. For example, story sessions are adapted for indoor and outdoor time, which adds interest and excitement to the daily routine. Staff use books and picture prompts effectively, to capture children's active interest in reading for pleasure and fun. This successfully develops children's early literacy skills. Staff help children to develop their physical coordination and balance, as they encourage them to carefully negotiate the obstacle course. Staff introduce a wide variety of songs and rhymes, which add excitement and fun to children's early learning experiences. However, staff do not always sharply focus on children's active participation during some large group activities, such as registration time. For example, children sit in a large group while their names are routinely called out, while some staff are busy with routine events, such as setting up the outdoor area. Younger children show limited interest and understanding of this activity and older children sometimes become bored. Consequently, children of different ages sometimes become easily distracted from

purposeful learning.

Staff build strong relationships with parents, speech therapists, school teachers and other professionals in the community. They work cooperatively together to observe, monitor and assess the needs of each child. As a result of these established partnerships, continuity in children's learning and development is successfully maintained between the pre-school, home and school. This prepares children well for their next stage in learning.

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

Staff sensitively support children when they first start to attend, which helps new children feel comfortable, safe and reassured. As a result, children separate happily from their parents, as they become used to pre-school routines. Key persons know children well because they establish trusting relationships with parents and siblings. This promotes continuity in children's care. Staff act as positive role models and treat children with kindness and respect. Consequently, children learn how to behave towards others. They are introduced to a variety of cultures, traditions and beliefs, as staff help them to explore new and familiar faiths and customs. This helps children to value other people's lifestyles. Staff create an inclusive environment for all children, taking into account their individual needs and capabilities. As a result, children feel welcome and included.

Staff provide a safe environment for children to freely explore and move around, indoors and outside. Toys and equipment are in good condition and kept clean. This means that children enjoy safe play. Staff introduce children to safe boundaries when they first start to attend, such as how to follow instructions for fire safety. Children benefit from regular fresh air and physical exercise, during active games and outdoor play. They learn how to move their bodies in different ways, as they stretch up very tall and wriggle, bend and jump about to music. They are beginning to recognise the effects of exercise on their body, as they become hot and understand the need to rest to cool down. Staff provide healthy snacks and drinks so that children are well nourished. They teach children how to manage their care needs independently by encouraging them to wash their hands at routine times. They help children develop their independence by encouraging them to pour their own drinks from a small milk jug. They follow young children's individual needs for rest and routine care, so that children remain clean and comfortable throughout the day. Consequently, children's good health is fostered.

Key persons build strong and positive relationships with parents and other childcare professionals. They quickly respond to children's individual needs, taking into account specialist interventions, such as speech and language therapy, early years advisory information and translation services. This ensures that all children receive consistent and supportive care at all times. As a result, they are very well prepared for their attendance at pre-school and the move to school.

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

Managers and staff have an in-depth knowledge of all safeguarding procedures. They attend relevant training to ensure their practice and procedures fall in line with current policies and local authority guidance. Staff competently assess children's needs and are vigilant about the signs and symptoms of abuse. For example, they recognise that a change in a child's behaviour indicates concerns regarding their emotional well-being. They are alert to physical signs of abuse and keep relevant records to note any concerns. This ensures that children's safety and well-being are prioritised. The manager and all of the staff hold appropriate checks with the Disclosure and Barring Service. The manager renews suitability checks every three years and conducts individual suitability appraisals for all staff throughout the year. She follows rigorous induction and supervision procedures, to ensure that students and volunteers are well aware of safeguarding issues. The manager ensures that children are never left alone with anyone who has not been appropriately vetted. As a result, children are well protected. The premises are safe and well maintained because staff conduct thorough risk assessments as they set up the toys and equipment each day. This means that children play safely, both indoors and outside. Public liability insurance and first-aid requirements are met, which effectively supports children's safe care.

The manager demonstrates a clear understanding of the learning and development requirements. She models effective teaching practice to the staff team and values their individual expertise and skills. As a result, children benefit from well-planned and stimulating learning experiences which cover the seven areas of learning. Observation and assessment procedures are well established and effective. This means that children's continuing progress and development are supported very well. As a result, all children make good progress towards the early learning goals. The manager and key persons establish highly effective partnerships with parents and other childcare and health professionals. This means that children with special education needs and/or disabilities benefit from early professional support, to help them overcome any delay in their development. Parents receive detailed and timely information about their child's progress and future learning goals. This helps them to effectively support their child's learning at home. Teachers are invited to attend the setting and key persons visit the local schools with children. This strengthens educational partnerships and prepares children very well for school.

The manager, staff team, parents and children contribute successfully to effective self-evaluation. As a result, children benefit from a thriving and continually improving provision. For example, following a recent quality assurance survey, the manager has introduced more varied and interesting activities and toys for children to access outdoors. As a result, children develop their physical skills and actively participate in games, which help them to think for themselves and to explore and investigate their surroundings. Training opportunities are continually developed to enhance staff's knowledge and skills. For example, following a recent policy review, staff have strengthened their already good practice regarding equality and diversity and support for children with special educational needs and/or disabilities. Team building training has positively enhanced the already strong staff relationships and practice. Since the last inspection, the manager has reviewed all policies and procedures, to ensure that the safeguarding and welfare requirements are met. As a result, children's daily attendance is now more accurately recorded to show their times of arrival and departure outside of normal pre-school session

times. The manager keeps a clear record of any accidents, illnesses and injuries affecting children's safety and welfare, and takes appropriate action to inform parents and Ofsted of any significant events. This keeps children safe.

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	218085
Local authority	Staffordshire
Inspection number	865699
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	45
Name of provider	Marlene Carol Albrighton
Date of previous inspection	26/11/2009
Telephone number	07980 172147

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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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