

Absolute Beginners

St. Giles Centre, Church Road, Farnborough, Orpington, Kent, BR6 7DB

Inspection date	10/11/2014
Previous inspection date	14/06/2011

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		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

- Leadership and management of the setting is strong. The provider and the staff have a clear vision of the good practice they are promoting. There are consistent practices in place to monitor activities and staff ensure children are progressing well.
- All children talk regularly with each other and are confident in communicating with the staff as well as each other.
- Staff promote children's understanding of equality well, enabling the children to understand they can all play with any resources.
- Staff are skilled in extending children's learning and development during activities to enhance areas of learning such as mathematics.

It is not yet outstanding because

- Routines before and during snack times do not fully extend children's learning and development.
- Staff do not always promote children's awareness of phonetic letter sounds during all activities, resulting in missed opportunities to promote this area of 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.

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 the children's play and interaction with staff.
- The inspector talked with the owner and staff at appropriate times during the inspection.
- The inspector reviewed documentation including a sample of children's records, developmental plans and the self-evaluation.
- The manager was invited to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Absolute Beginners Pre-school is a privately owned service, which registered in 1994. The group operates from St Giles Community Centre, located in Farnborough Village in Kent. The pre-school is open from 9.15am to 12.15pm from Monday to Friday, term time only.

There are currently 31 children in roll in the early year's age range. Children who attend the setting receive funding for the provision of free early education to children aged two, three and four. The pre-school registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one main play room used for all activities. The pre-school employs eight staff who work with the children, four of which are present each day, of these two have a relevant childcare qualification and two are currently working towards a qualification. The pre-school supports children with special educational needs and/or disabilities and children with 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:

- revise routines to make sure that staff enhance children's learning opportunities when waiting for and during snack time.

- strengthen children's literacy development by promoting their awareness of phonetic letter sounds during activities.

Inspection judgements

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

Staff promote children's learning and development well. They assess children's starting points as they settle and staff successfully use this information to inform the planning and tracking. Staff concentrate on using focussed activities to work on children's next steps of learning. They adapt activities to make sure more and less able children are able to make good progress in their learning. During the sessions, staff evaluate the activities on offer to make sure they are educational and enabling children to learn. Therefore, staff enable children to make good progress with their learning and development.

Staff work together to make sure they complete detailed observations on all of the children. The key workers can then see the stages the children have achieved and the future learning staff need to plan for. Staff track the children's progress using published guidance documents. Staff use these to see if children require extra support with their

learning and development. They share the required progress reports for children aged two-years with parents so they can see the progress children have made. Staff also work well with parents and other professionals for children who require extra help with their learning and development. Staff share information between the different professionals so they can all progress the children's development together. This provides good continuity of care for all children. Given the children's starting points, they are making good progress and gaining the skills they will need for their future learning.

Staff effectively use songs, explanations, descriptive words and praise to help develop children's communication and language skills. During circle time, staff promote singing with all the children. Staff sit with children that require extra support so they can help them and role model pronouncing the words with them. Staff praise the children as they dance to the actions in the songs, which enhances their self-esteem and confidence while promoting their physical development. Staff are skilled in using effective questioning to further promote children's language development. They use descriptive words when children are playing with the sand. For example, they use words such more, less, turn over and pat when describing how to make a sandcastle. Staff work with parents of children that have English as an additional language. They gather key words they can use in the children's home languages so they can promote them learning English. This also allows staff to understand what children need during the routines. However, staff occasionally miss opportunities to extend further children's language development. For example, during the inspection, the children were using alphabet puzzles and staff only used the letter names and phonetic letter sounds.

Children enjoy messy activities that staff plan well to support children's learning across the seven areas of learning. Staff look at children's next steps and uses this to focus on during creative activities. For example, at the time of inspection, they were working with children who do not like to get messy. Staff used activities to promote this area, for instance, they provided a large range of resources for children to choose what to make. Staff talked to the children about putting glue onto their paper to stick the pieces of paper, card and coloured rice to the paper. Staff showed the children how to get the excess rice of the paper and they did this, so they were able to continue their artwork. This process promoted the children's physical development and enhanced their creativity.

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

Staff effectively teach the children about safety. Children participate in regular fire drills where they learn what to do in an event of an emergency. Staff carry out regular risk assessments and daily safety checks allowing children to play in a safe learning environment. As children play on a slide, staff teach the children the importance of turn taking and standing back so they do not get hurt as the children climb over. This further enhances the children's safety and well-being.

Staff are consistent in their approach to behaviour management. Staff take time to talk to children about their behaviour and how it can affect others around them. Staff are skilled at stepping in to teach children about the importance of sharing. During the inspection, as

children played with resources to promote their information technology skills, staff were close at hand to remind them to share the resources. Given the children's ages and stages of development they behave well. Staff work with the parents and children to settle them into the pre-school. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. For example, they teach children how to dress and undress especially during role-play activities.

All snack times are social occasions where children sit and talk about play activities and what they have been doing at home, with the staff. Children have healthy snacks and staff work with the parents to provide these. However, the routines leading up to snack time and during do not fully extend the already good practice in place. For example, as children have tidied away toys, they wait to wash their hands and become a little restless. Also, during snack time itself, staff sometimes prepare the snack and hand it out to the children, instead of enhancing further children's self-help skills.

Staff use resources well to promote all areas of learning. The resources are all attractively arranged when children first arrive so they can freely choose where they would like to play. This further enhances their learning and development. This also helps to promote the children's independence skills. After snack time, staff swap around resources to keep children interested in the activities and to extend their learning development further. For example, a child was interested in the dominoes, so staff swapped these around to make a space for them to play with. Children learn to count the dots to match them up to the other cards that they have placed on the floor. This promotes the children's mathematical development and requires the children to think about their next move.

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

The provider and staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Robust recruitment procedures check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. The owner has worked with the local authority to update her policies and procedures to reflect changes to legislation. All staff sign to say they have read and understood these changes and as a result, suitable staff care for children.

The provider and staff have a secure understanding of the learning and development requirements. They work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other professionals that are involved in the children's care. They have regular meetings to share information between them. This is to help children make progress with their learning and development. This provides continuity of care and learning for the children, including those with special educational needs and/or disabilities and English as an additional language.

The provider's self-evaluation process is good. She works with staff and the local authority early years team to work through development and action plans to bring about the positive outcomes for children. Staff involve the parents by gathering their views on the service they provide. Their views are then fed into the plans to look at what changes can be made to the service that is being provided. Recent changes have included how staff feedback to the parents and the quality and quantity of feedback that is being given. They also assess the activities to make sure they are meeting the children's individual needs. Staff swap around activities if they are seen not to be engaging children. Staff are responsive to the users of the service that they provide.

Staff have regular appraisals and supervisions. This allows the owner to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Recent training coming up is to strength further staff's knowledge of planning activities and writing even more detailed observations. All staff are fully involved in all aspects of the evaluation to bring about the good learning outcomes for all children.

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. 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	137266
Local authority	Bromley
Inspection number	846477
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	23
Number of children on roll	31
Name of provider	Debra Pedder
Date of previous inspection	14/06/2011
Telephone number	07714 661035

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

