

# Ashton Pre School

Tulketh Road, Ashton-on-Ribble, PRESTON, PR2 1ES

<b>Inspection date</b>	20/11/2014
Previous inspection date	05/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a range of interesting activities, which meet their individual needs and interests and contribute towards their good progress.
- Children are happy, confident and settle easily due to the close bonds and secure relationships they develop with staff.
- Staff are clear about their role and responsibility for safeguarding and protecting children. Therefore, children are kept safe from any potential abuse or harm.
- Staff have good relationships with parents and other professionals. This ensures that children's care and learning is well supported and they make good progress.

### It is not yet outstanding because

- Staff do not always provide children with explanations of the reasons for eating healthily, so that they gain a greater understanding of how to keep themselves healthy and know how to make healthy choices.
- Children are not always given sufficient time to respond to questions, to think critically, predict and explore what they are doing to improve their 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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.  
The inspector reviewed records of children's assessment and planning. She reviewed
- the safeguarding policy as well as regulatory records, including adult qualifications and suitability to work with children.
- The inspector discussed the procedures for safeguarding children with staff and viewed the risk assessments and other safety documentation.
- The inspector conducted a joint observation with the manager of an adult-led activity.
- The inspector took account of the views of parents and children as recorded in reference letters and the setting's own evaluation forms.
- The inspector reviewed the provider's hardcopy self-evaluation form.

## Inspector

Cath Palser

## Full report

### Information about the setting

Ashton Pre School was registered in 2010 on the Early Years Register. It is situated in a single-storey building in the grounds of a church, in the Ashton-on-Ribble area of Preston in Lancashire and is managed by a limited company. The pre-school serves the local area and is accessible to all children. It operates from a playroom and there is an enclosed area available for outdoor play. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and from 12.30pm to 3.30pm. There are currently 27 children on roll, who are all in the early years age group. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, including two who hold a qualification at level 3 and one who holds a qualification at level 5. The pre-school receives advice 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 children's understanding of the reason for eating healthily and of how to make healthy food choices, so that they gain a greater awareness of how to keep themselves healthy
- provide children with more time to respond to questions to extend the opportunities they have to think critically, predict and explore what they are doing.

## Inspection judgements

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

The enthusiastic and friendly staff provide a rich and purposeful learning environment that is organised to support all children to make very good progress. They offer children and parents a warm welcome and children settle quickly because their emotional needs are well met. Staff use their secure knowledge and teaching skills to regularly observe and assess children's progress. Staff know children well and have a good understanding of how they learn. They plan around children's different learning styles. They know that some children have schemas, such as transporting, and they use this knowledge to provide children with opportunities to practise and repeat activities in their own ways. For example, children enjoy working out which tools and vessels to use to transfer sand and soil in the outdoors area. As a result, children are motivated to learn. Staff's understanding of expected levels of development means they are able to accurately identify children's knowledge, skills, interests and abilities and use this information to plan children's next

steps in learning. They complete assessments, including the progress check for children aged between two and three years to identify any gaps in their learning and ensure that the need for early intervention is tackled swiftly. As a result, all children, including those with special educational needs and/or disabilities make good progress from their starting points. Children's learning journals contain a range of comprehensive information, including annotated photographs, written observations and assessments that have been completed in conjunction with parents.

Staff give high priority to working in partnership with parents. Children's starting points and ongoing information are regularly discussed and the staff do their utmost to nurture children's changing interests. For example, staff learn that some children are fascinated in pirates and provide pirate models and activities. They move them into different areas around the pre-school, so that children are given the opportunity to explore different parts of the environment, such as the sand, water and construction areas, while playing with what they are interested in. Consequently, children develop good skills in all areas of their learning as their needs and interests are well met. In addition, staff encourage parents to support their children's learning at home, as they encourage parents to help children to practise holding a pencil correctly and write their name. Consequently, children make very good progress in their early literacy skills. Information is shared well between other settings that children also attend by using children's communication books. These are used to plan individual children's next steps in learning, to complement their time at home, at pre-school and at other settings that they attend. Staff engage children in purposeful dialogue, showing a genuine interest and giving them individual time and attention. They challenge children to think and find out more, for example, they support children to work out that they have put too much water in the dough mixture and to add more flour. However, at times, staff do not always give children sufficient time to think about what is being asked and to respond to the questions, so that they can predict and explore what they are doing.

Staff provide children with a rich vocabulary as they introduce new words through play, for example, as they design and make their own creations with paint and craft materials. They talk with good pace and tone as they read storybooks and provide children with clear instructions, for instance, they are reminded to put on their aprons before messy play. Staff use sign language and visual prompts to support children's understanding and communication skills. For example, before routines, such as home time, they show children pictures and sign the words. Staff invite children to self-register each day by finding their own photograph and name. As a result, children learn good language and literacy skills, and anticipate routines. Children learn mathematical concepts, as staff talk about the different colours and sizes of the pictures they choose at the craft table. Some children who are more able look at the lines and curved shapes as they form recognisable letters to write their names. As a result, children acquire good early mathematics and literacy skills needed in readiness for school. Children have access to a range of information and communication technology equipment indoors and outdoors. For example, they sing along with confidence as they play the electric organ and enjoy shaking musical instruments. Staff interact with children well and join in with their play, as they play together in the home corner and talk about the imminent arrival of new siblings. Consequently, children are confident to speak about what is important to them and thrive, as they feel listened to and valued. Children develop physical skills as they manipulate, roll

and cut dough and become confident balancing on the large construction blocks. They enjoy being physically active and playing with the very good range of equipment. They make kites and wind chimes and explore the different weather conditions. Children plant and care for herbs, fruit and vegetables and experience living things as they make their own spider's web and hunt for bugs using magnifying glasses. As a result, children learn about the world around them. Staff re-shape tasks and skilfully follow children's lines of interests as they occur. For instance, as children look in the cookery book in the play kitchen, staff suggest they make their own dough recipe. Staff engage children in sustained, shared thinking as they decide to also make their own menus and recreate their personal experiences in imaginative play. Consequently, children confidently express their own ideas and show an awareness of the views of others, developing the skills and attributes to prepare them for school.

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

Children are supported well with their care and well-being. They have very good relations with the friendly, caring staff and consequently, they are all seen to enjoy their time at the pre-school and settle in quickly. Staff offer children a reassuring hug when they fall over and as a result, they develop strong physical and emotional attachments. Staff have high aspirations for children and are very good role models, showing them kindness and respect. They reinforce good behaviour by offering praise, for example, as children follow routines by putting their paintings to dry on the rack. They give gentle reminders for children to share and take turns and play cooperatively. As a result, children behave very well. Children are encouraged to be independent and manage their own personal needs. For example, staff invite parents to bring in a change of clothes and footwear for children to use for physical exercise and practise getting dressed. As a result, children develop good self-care skills and are prepared for their move on to school. Children are encouraged to go to the toilet, wash their hands and pour their own drinks. They show confidence and learn good independence and hygiene skills. In addition to this, there are many opportunities for children to initiate their own play.

Children settle easily into this welcoming setting. This is because each child has a named staff member who works closely with their parents to develop a good understanding of their unique needs. Children form secure emotional attachments with their key person who works closely with them. Staff encourage strong links with parents and other settings that children attend. They invite parents to support and share information about their children's learning and development at home through daily conversations and working together on their children's learning journey. Every day, parents receive information about what their child has been doing at the pre-school. Parents have additional access to a wealth of information about the setting on noticeboards, visual aids, newsletters and parents' evenings. Parents can access records of children's progress using a secure online computer system, which enables them to also share photographs and information of special events and celebrations. This enables staff to offer children experiences that are tuned to their individual needs and interests and therefore, children settle in well. Parents praise staff and comment that their children are happy and enjoy their time at the pre-

school. They say that they are happy with the information shared, including ideas that they can try at home with their children, for example, sharing books together. As a result, children's learning and well-being is promoted well and children are emotionally secure.

There are lots of activities and resources available for children to choose from each day. Consequently, children show they feel secure and confident in the pre-school. Staff give children plenty time to finish their activities and as a result, they are not rushed and understand what is expected of them. Staff supervise children closely, for example, as they negotiate the large balance blocks and climb the steps to the slide. Consequently, children learn a good awareness of their personal safety and how to take sensible risks in their play. Staff have put a strong emphasis on outdoor play and how this benefits children's understanding of the need for physical exercise and being active. They dig in the garden area, explore natural resources and make their own obstacle courses to navigate. Children sit together in small groups at snack time where they are offered fresh fruit and healthy snacks. They grow their own fruit and vegetables, for example strawberries and tomatoes, and they recognise when they are ripe to pick. However, staff do not always provide children with explanations of the reason for eating nutritious food, so that they gain a greater understanding of how to keep themselves healthy and learn how to make healthy choices independently. Detailed risk assessments are carried out to identify potential risks and minimise accidents and incidents. As a result, the contribution to children's well-being is good.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are promoted well. Regulatory documentation is maintained in an orderly way, including the procedures for the safe recruitment of staff. This ensures that adults have the relevant experience and skills for their role and are suitable to work with children. The safeguarding children procedures fully reflect the requirements of the Local Safeguarding Children Board. These include the procedures regarding the use of mobile telephones and cameras. Staff have completed relevant safeguarding training and have a good understanding of the procedures to follow if they have any concerns regarding the welfare or safety of a child. They are familiar with the procedures to follow regarding allegations against a member of staff and know where to locate the contact details of the relevant agencies. Consequently, children are protected from harm. Staff are meticulous at assessing and managing risks, for example, they use hairnets and disposable aprons and gloves during the preparation and serving of food and encourage children to wash their hands to avoid cross-contamination. Children's medical needs are documented to ensure staff are aware of any special dietary requirements. All necessary regulatory documentation, including written procedures to follow in relation to complaints are well maintained. All staff complete relevant paediatric first aid training, so that children are kept safe at the pre-school and on outings.

The management and staff are passionate in meeting the needs of all children. Staff are led by a manager who works directly with children, providing a good role model and ensuring their individual needs are identified and met. Assessment and planning is monitored for consistency and rigorous tracking of children's progress is reviewed to identify the need for any possible interventions. Staff performance is regularly monitored through supervision sessions in which all aspects of the pre-school are discussed. Staff understand their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. They provide good care and a range of appropriate activities that complement the needs of the different range of children who attend. Staff meetings are held to discuss children's progress and plans for their next steps in learning. Consequently, children make good progress from their starting points. Children are cared for in a spacious and attractively set out learning environment with a wide range of accessible resources. This enables children to move around freely and access a broad range of good quality experiences. Staff provide wellington boots and rain coats so children can access the outdoors daily in all weathers. In addition, a key person individually plans enhancement activities for each child based on their good knowledge of the child's abilities.

The management effectively makes good use of the views of staff, parents and children to effectively identify areas to develop. The manager and staff team have a very good capacity to maintain improvement. Since the last inspection, parents are now more actively involved in their children's learning and contribute to the progress check for children between the ages of two and three years. Staff teach children to value their own cultures and those of others, for example, they invite parents to talk to children about different cultures, religions and languages. They provide a range of books and resources so children can learn about different celebrations and festivals, for example, children dress up in different national costumes and learn about going to the mosque. As a result, children value each other's similarities and differences. Staff have implemented a setting-to-setting book to strengthen communication between, parents, the pre-school and other settings that children attend. As a result, children receive continuity of care as their needs are well met. Staff performance is monitored to identify individual training needs and ensure that the quality of teaching is consistently high. The management have introduced a rolling plan of training and professional development is given high priority. For example, staff undertake training that they are interested in and share their new knowledge and skills with the other staff. They introduce sign language and listening games, such as sound lotto activities. Therefore, children, including those with special educational needs and/or disabilities make good progress in their language and listening skills, and any gaps identified in their learning are closing quickly. Partnerships with other agencies are good in providing early intervention and consequently, the needs of all children are well met. Transition documents are prepared in readiness for children to start school. Staff support children to become familiar with their new routines and invite teachers in to the pre-school to meet them. As a result, children are prepared well for their journey on to school.

## 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

<b>Unique reference number</b>	EY412718
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	962893
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Ashton Pre School
<b>Date of previous inspection</b>	05/12/2013
<b>Telephone number</b>	01772 769074

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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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