

# Abbey Pre-School

C/O Priors Field Primary School, Clinton Lane, KENLIWORTH, Warwickshire, CV8 1BA

<b>Inspection date</b>	09/01/2015
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children make good progress because staff plan and provide a range of educational experiences for children, which both challenge and stimulate them to learn.
- Staff are welcoming, friendly and kind. As a result, children have formed close relationships with them.
- Staff implement many practices and procedures to safeguard children, which keeps them protected from harm.

### It is not yet good because

- Staff's suitability checks are not yet accurately recorded and kept within the pre-school. As a result, documentation does not always underpin children's safety and well-being.
- The ongoing methods used by management to self-evaluate the pre-school do not fully ensure all weaknesses are accurately highlighted and swiftly addressed, in order to continually promote the best possible outcomes for children.
- Children's critical thinking skills are not always extended because staff do not provide opportunities on a daily basis, for them to make use of sensory experiences to combine resources and experiment.
- Partnerships with other settings children attend are not fully utilised to continually share relevant development information, in order for children's needs to be exceptionally well met.

## 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 activities indoors and outside.
- The inspector conducted a joint observation with the provider.
- The inspector held a meeting with the provider and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and children spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

Abbey Pre-School opened in 1964 and was registered in 1989 on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Priors Field Primary School in the town of Kenilworth in Warwickshire and is managed by Abbey Pre-School Partnership. The pre-school serves the local area and is accessible to all children. It operates from a double porta cabin with two enclosed areas available for outdoor play. The pre-school also has access to the use of the school grounds. The pre-school employs four members of childcare staff. Of these, three hold relevant early years qualifications at level 3. The pre-school opens term time only. Sessions are from 9am until 12noon, five mornings a week, and from 12noon until 3.30pm on Monday, Wednesday and Friday afternoons. Children attend for a variety of sessions. There are currently 16 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of all the identity and vetting processes that have been completed for staff, which must include the Disclosure and Barring Service check reference number, the date a disclosure was obtained and the details of who obtained it.

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

- better support children's needs by developing further strategies to share relevant development information with other settings they attend
- provide more regular sensory experiences for children, to encourage them to combine resources and experiment, in order to further promote their critical thinking skills
- review ongoing methods for self-evaluation to ensure weaknesses are accurately highlighted and swiftly addressed to continually promote the best possible outcomes for children.

## Inspection judgements

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

Children make good progress as they play and explore within the pre-school confidently. Staff are knowledgeable regarding how young children learn. Consequently, they plan and provide a broad range of educational experiences for children, both indoors and outside. Staff utilise the space and majority of resources available to provide stimulation and challenge for children throughout both adult-led and child-initiated activities. As a result, children's progress towards the early learning goals is well supported and they are self-motivated to learn. Children are well prepared for their future learning as staff promote the necessary skills, attributes and dispositions they need during the session. Partnerships with parents support continuity in children's learning as staff have developed a successful two-way flow of information using verbal feedback and more formal meetings. They encourage parents to make contributions to written assessments from the outset.

The quality of teaching is consistently good. Staff know all children very well and deploy themselves throughout the room. Staff instigate fun activities such as painting. They use the opportunity to support children to make marks and use their communication skills to express their ideas verbally. Staff also engage in children's independent play in order to extend their learning, such as offering carefully considered support with puzzles. This approach encourages children to keep trying and have a go with the adult encouragement needed to succeed. Staff plan focussed activities each day designed to extend children's skills and provide challenge. For example, children join in a lively movement session both on the carpet and continued outdoors to promote them to move in different ways. They also enjoy a measuring activity to support them to count and enhance their understanding of size. However, staff do not regularly provide sensory experiences for children, such as sand and water play. As a result, children's critical thinking skills are not always enhanced by combining and experimenting with different resources. Nevertheless, activities provided do support children to think and ask questions supporting them to solve problems and negotiate with their peers.

Staff regularly complete accurate assessments of children's progress, including the progress check for children between the ages of two and three years. They routinely observe children and identify next steps in their learning. They use these to tailor activities and offer ideas to extend children's learning throughout the session. Staff quickly identify where children are falling behind and offer one-to-one activities and small group interventions to support them to catch up. The pre-school's special educational needs coordinator is well trained and liaises very closely with key persons, parents and appropriate professionals to ensure that children with special educational needs and/or disabilities make progress. Therefore, all children in the pre-school make good progress.

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

The contribution of the early years provision to the well-being of children requires improvement because not all documentation is equally well maintained to underpin their safety and well-being to the highest level. Nevertheless, staff develop close bonds with children and maintain open communication with their parents. This is because they are welcoming, friendly and kind. These relationships support children to feel secure in the environment and help parents to feel satisfied about the care the staff provide. Parents' comments demonstrate that they feel the pre-school offers a personal approach because it is small, that the staff are lovely and children have everything they need. The settling-in procedures are flexible to children's individual needs. Children can attend as many trial sessions, with or without their parents, to get to know members of the staff team before they are left alone. This approach supports children in feeling safe and secure with the staff's care, which fully supports their emotional well-being.

Children's health is adequately promoted. Staff consistently remind children to manage their own self-care throughout the session. Children are supported to wash hands after toileting, messy activities and before eating. The pre-school provides nutritious snacks throughout the day and children can bring their own packed lunch. Staff promote healthy eating and have awareness to children's preferences and dietary requirements during mealtimes. Staff discuss food choices with children and explain the benefits of eating well. Children demonstrate their understanding of eating healthily as they comment, 'I want milk because it is good for you.' Children's medical needs are known to staff and managed effectively, and parents fill in appropriate documentation before any medication is administered to children. All staff hold appropriate first-aid qualifications and are well placed to quickly intervene if any accidents occur. As a result, children are kept healthy and well. Staff teach children about safety within the pre-school. Children confidently use scissors in their play and express, 'you don't run with scissors in case you trip'. This demonstrates that children understand how to keep themselves safe.

The environment is open, bright and secure. Resources are suited to the ages of the children attending and are stored at low level in defined areas throughout the room. Therefore, toys and play equipment is easily accessible to children so their learning is actively promoted. Children's behaviour is consistently well managed as staff celebrate children's achievements and reward positive behaviours. As a result, children behave well. Children are emotionally well prepared for the move into other settings and schools because their independence is encouraged and self-motivation promoted. Staff ensure that they acquire the right emotional skills needed to adapt to the changes ahead by making expectations clear throughout.

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

Leadership and management requires improvement because documentation that underpins children's safety and welfare is incomplete. All relevant checks have been carried out on staff and they are deemed suitable to work with children. However, the provider does not keep a record of all the identity and vetting processes that have been completed, including details of Disclosure and Service Barring checks. This is a breach of

the requirements of the Early Years Register. Nevertheless, other safeguarding arrangements in place do support children's safety and welfare. All staff, including the manager, understand how to follow correct safeguarding procedures, should they have a concern about a child or member of staff. The deputy manager is the designated safeguarding person for the pre-school and adequately understands the importance of this role in monitoring child protection concerns. Staff also conduct daily checks of the equipment and both the indoor and outdoor play areas to minimise any potential dangers to children. This helps to make sure that children are cared for in a safe environment.

The management ensure all children are making good progress by monitoring the educational programmes. Staff work together and management have an overview of each individual child's records, assessments and observations. Key persons track children's development to clearly identify where progress is being made and any areas where there might be delay. The monitoring system has recently been improved to provide more simplified assessment information that parents can easily contribute to get a more rounded view of each child's development. Management is committed to developing the professional skills of the staff as they seek out both necessary and additional training on a regular basis. Management successfully uses team meetings, private discussions and observations of teaching practice to evaluate and monitor staff's performance. This proactive approach helps to make sure that children benefit from some continually improving practice.

Self-evaluation arrangements take account of the opinions of staff, children and parents. The management send out parent surveys and keep a parent comments book to seek parental ideas. Some areas for improvement are clearly identified, which management prioritise and address through a whole team approach. However, self-evaluation methods do not successfully identify and swiftly address identified weaknesses in practice and breaches in requirements. Therefore, the impact of self-evaluation to promote the best outcomes for children is not maximised. Partnerships with parents are positive and contribute to children's good progress. Feedback from parents is good and they comment that they feel their children have made good progress from attending the pre-school and are well supported to learn through play. Some partnerships with other professionals are well established. Links with speech and language therapists and the local authority early years support ensures that children have access to the relevant support services they need. While links with the host school and other primary schools help children to receive continuity in their learning and care, partnerships with other settings children attend are not as equally well established to foster a two-way flow of information regarding children's development. This means that continuity is not best promoted between all settings.

### **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

<b>Unique reference number</b>	200473
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	864022
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Abbey Pre-School Partnership
<b>Date of previous inspection</b>	29/06/2009
<b>Telephone number</b>	01926 854959

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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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