

Abberley Pre-School

Abberley Village Hall, Apostles Oak, Abberley, WORCESTER, WR6 6AY



Inspection date

17 June 2015

Previous inspection date

13 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff organise rooms used by the pre-school well to provide a warm and safe place for the children to play and explore. Children regularly visit the adjoining primary school grounds for Forest School sessions where they enjoy sensory experiences and develop their safety skills.
- Children make good progress because staff know what children need to learn next. Therefore, staff plan activities which are tailored to meet children's individual needs and interests.
- Staff act as positive role models and talk to children in a respectful and calm manner. They provide guidance to children about what is acceptable behaviour and promote this through lots of meaningful praise and encouragement.
- Safeguarding practice is strong. All staff have attended safeguarding training, and robust policies and procedures are in place to ensure everyone is aware of their responsibilities to protect children from harm.
- The management team is enthusiastic about what that they do and want the best for children. They demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and putting in place plans for improvement.

It is not yet outstanding because:

- Staff do not make the most of opportunities to raise children's awareness of the benefits of healthy lifestyles.
- Staff do not ask for a wide enough range of information about children's existing skills and knowledge on entry to help focus their initial assessments and to monitor children's progression effectively.

What the setting needs to do to improve further

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

- provide more activities and experiences that help raise children's awareness of the benefits of a healthy diet, for example, at mealtimes include children in discussions about the menu and the importance of portion control
- establish even firmer starting points for children's learning by seeking precise detailed information from parents about their child's prior learning and development when they first begin to attend.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the pre-school's focused improvement plan.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Tina Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a wide range of activities to support children's good progress. They know children and their families very well. When children first start at the pre-school staff gather information from parents about care needs and interests. However, they do not seek a wide enough range of information about what children can already do, so that they can effectively monitor how they progress. Children are confident speakers and readily talk about their interests. For example, children investigate and discuss equipment used by a doctor. Children are fascinated by mini-beasts and staff support this by encouraging them to search for slugs and snails in soil. Older children use their imagination and excitedly make dens with large boxes. Early literacy skills are promoted as children of all ages make marks, and join in with stories, songs and rhymes. Older children learn to link sounds with letters and begin to write with purpose. Overall, staff provide children with a range of experiences that help them to gain the skills needed for the next stage in their learning.

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

Children are happy and settle easily into the pre-school routines. Staff are caring and kind and good relationships are evident between staff and children. Children's confidence and self-esteem is promoted through activities, such as at circle time. Staff support children's independence, for example, young children help to prepare snacks. Children are beginning to learn about the importance of healthy lifestyles. They have ample opportunity to exercise outside in the fresh air and they practise yoga inside. Children's individual dietary needs are met because the pre-school provides cooked meals and healthy snacks. However, children's understanding of healthy eating is not maximised. This is because staff do not consistently monitor how much or how little children eat. In addition, they do not use everyday routines and activities to talk to children about the importance of a healthy diet. Staff establish good partnerships with parents to promote continuity in learning between home and pre-school. For example, ideas are displayed on the parents' noticeboard so they can continue their child's learning at home.

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

The leadership and management of the pre-school are strong. There are effective systems in place to ensure both the safeguarding and welfare, and the learning and development requirements are successfully met in practice. The management team effectively review the overall quality of the nursery and identify areas for further improvement. For example, to enrich children's sensory and imaginative play, the pre-school intends to build an outdoor kitchen. The manager and staff are enthusiastic and committed to promoting a good quality provision. The manager regularly meets with staff to talk about their practice and to identify training needs. There is a high percentage of qualified staff, which impact positively on children's experiences. Systems for evaluating what is working and what needs to improve are developing well. This ensures children access a setting that continues to go from strength to strength.

Setting details

Unique reference number	205264
Local authority	Worcestershire
Inspection number	864091
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	14
Name of provider	Abberley Pre-School Committee
Date of previous inspection	13 March 2009
Telephone number	0845 463 5997

Abberley Pre-School was registered in 1992. The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff holds Early Years Professional status. The pre-school opens from Monday, Wednesday and Friday, term time only. Sessions are from 8.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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