

Abbey Pre-School

C/O Priors Field Primary School, Clinton Lane, Kenilworth, Warks, CV8 1BA



Inspection date	14 October 2015
Previous inspection date	9 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers, leaders and staff have made significant improvements since the last inspection. Robust procedures are in place to check the suitability of staff, and all required documentation is available for inspection.
- Staff have effectively reviewed ongoing methods for self-evaluation. They now use well-focused action plans to ensure that any weaknesses are accurately highlighted and swiftly addressed. Children are provided with more regular sensory opportunities, and partnerships with other providers, where care is shared, are more effective.
- Children's safety and welfare is fostered. Staff carry out regular safety checks, keep the premises secure and are effectively deployed to supervise the children.
- Relationships with parents are very strong. Staff regularly share information about children's progress and suggest ideas about how learning can be further enhanced at home. Parents say that they are impressed by the staff's knowledge of their children's needs and abilities. They also praise the staff for being nurturing and caring and providing such a relaxed and homely environment.
- Staff promote diversity through well-organised activities and events in the pre-school involving both the children and their families. They gain key words and phrases from parents and encourage children to use their home languages in the pre-school.

It is not yet outstanding because:

- Some children do not receive the highest quality of support during their move on to school.
- Staff have not fully considered different ways to further enhance their own practice.

What the setting needs to do to improve further

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

- build on the positive links already in place to include those schools who are more difficult to engage with, so that all children receive equally high-quality support during times of change
- think more thoroughly about additional ways to enhance professional development that increase the potential to deliver the highest quality provision and excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as their self-evaluation and evidence of the suitability of staff.
- The inspector took account of parents' views included in recently completed questionnaires.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The staff fully understand their joint and individual roles and responsibilities. This ensures that they efficiently implement all the statutory requirements and meet the needs of all the children. The arrangements for safeguarding are effective. Staff have a thorough understanding of what to do should they have any concerns about children's welfare. Staff practice is carefully monitored and reviewed and regular meetings provide opportunities for staff to discuss ideas and share good practice. The well-qualified staff offer good support and guidance to others. All staff share their valuable experiences in order to promote positive outcomes for children. The team work well together to identify and set out clear priorities and planned developments. They also consider the views of parents, carers and children. This helps them to focus on areas that will have the most impact on children and their learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff regularly observe children and use accurate assessments to identify children's individual next steps in learning. They plan and provide enjoyable experiences based on these and children's interests. Staff complete records to help them track children's good progress and to monitor the activities they provide. This helps them to identify and target children needing additional support and when to seek early intervention. All children actively engage in purposeful activities that encourage them to explore, investigate and regularly try out new ideas. Staff are effective in the way they question and challenge children. They involve themselves in children's play and talk to them in detail about what they are doing. This helps to strengthen children's thinking and develops their language and communication skills well.

Personal development, behaviour and welfare are good

Care practices are good. Staff find out about children's care needs before they start and carefully tailor the routines to meet these needs. Children are happy and settle quickly because the key-person system is effective. All children receive the individual care and attention that they need to feel secure. Staff provide a welcoming and well-planned environment. Resources are easily accessible and carefully matched to suit the age range of children attending. Children know where their favourite toys are stored and are very familiar with the daily routine. This creates many opportunities for children to make decisions and learn new skills. Staff are good role models and use praise and encouragement to help children learn how to share and work together. The sociable snack time provides an ideal opportunity for staff to get to know the children really well. They sit in small groups chatting about what foods they like and the benefits of eating fruit and vegetables every day. Children pour their own drinks and serve their own snacks, which promotes their independence.

Outcomes for children are good

All children, including those in need of additional support and those for whom the pre-school receive additional funding, make good progress. Children are well prepared for the next stage in their learning, and most are supported for their eventual move on to school.

Setting details

Unique reference number	200473
Local authority	Warwickshire
Inspection number	1003390
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	15
Name of provider	Abbey Pre-School Partnership
Date of previous inspection	9 January 2015
Telephone number	01926 854959

Abbey Pre-School was registered in 1989. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday in school term time. Sessions are from 9am until 3.30pm on Monday, Wednesday and Friday and from 9am until 12 noon on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those who have special educational needs and children who speak English as an additional language.

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