

Anston Stones Early Years

Welfare Hall, Ryton Road, North Anston, Sheffield, South Yorkshire, S25 4DL



Inspection date

13 January 2016

Previous inspection date

19 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Management and staff are working consistently to make significant improvements to their practice. Their monitoring and evaluation demonstrates a positive attitude to the development of the pre-school. They have effectively implemented and embedded improvements to fulfil all of the actions and recommendations from the previous inspection.
- The quality of teaching is good. Staff know the children in their key-person groups well and plan a stimulating and challenging educational programme to meet each child's individual learning needs. Children are keen and motivated to learn and make good progress from their starting points.
- Staff are kind and attentive to what children say and do. This helps them to build strong bonds and secure emotional attachments, which support children's well-being and personal development effectively.
- Partnerships with parents are strong. Key persons communicate effectively to share ongoing information about children's progress and care needs. They develop a beneficial two-way flow of information with parents through family stay and play sessions and daily diaries. This contributes to a shared approach to children's care and learning.

It is not yet outstanding because:

- Occasionally, children's new interests and ideas are not identified and accommodated by the staff to fully support their learning.
- During group activities staff sometimes do not fully support children's attention and listening skills or ensure younger children are engaged.

What the setting needs to do to improve further

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

- make the most of children's new interests and suggestions to further enhance their experiences and learning
- improve the planning of group activities and further support children's involvement and the development of their attention and listening skills.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a good understanding of the legal requirements. The arrangements for safeguarding are effective. Vetting procedures for staff, students and committee members are thorough. The experienced staff team is vigilant about children's safety. They understand how to protect children from abuse and neglect and the procedures to follow if they are concerned about a child. Ongoing observations of the quality of teaching and supervision, and appraisals of managers and staff enables individual learning needs to be targeted and achieved. The manager checks the progress of individual and groups of children through working closely with staff. Ongoing professional development is encouraged, through attending training and the sharing of good practice.

Quality of teaching, learning and assessment is good

Children benefit from the staff's effective teaching and the stimulating play environment. Staff ask well-placed questions and enquire about what the children are doing. They are effective in using what they know about each child to contribute to their learning. Staff take account of the children's next steps in learning and information from their observations when planning activities. Children are well supported to be confident to develop their communication and language. Younger children eagerly build towers and confidently count how many bricks they have. They enjoy putting the bricks side by side and identifying which are the smallest, medium and biggest ones. Older children in the outdoor area enjoy using paint brushes and water to make marks on the wall, discussing how it makes wet bricks turn brown. Children enjoy exploring the sand tray garden and confidently talk about the different coloured flowers as they plant them in pots.

Personal development, behaviour and welfare are good

Staff are calm, caring and act as good role models. Children respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour. They learn to share toys and play with other children. Young children's independence is promoted well. They enjoy having the responsibility of pouring their own drinks and spreading butter and jam on their crackers at snack time. They readily get their coats and gloves on to go outside. They proudly show their achievements to the staff and are rewarded with praise and smiles. Children have good opportunities to be physically active and enjoy opportunities to run, climb and explore a wide array of sensory and creative materials outside. Parents speak very positively about theirs' and their children's experiences at the pre-school. They comment that the staff are very friendly and approachable and ensure that their children enjoy their time at the pre-school.

Outcomes for children are good

All children, including those who speak English as an additional language or who require additional support, are making good progress. They are developing key skills in readiness for school. Any gaps in individual progress are quickly identified and planned for by each child's key person.

Setting details

Unique reference number	303254
Local authority	Rotherham
Inspection number	1028478
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of provider	Anston Pre School Committee
Date of previous inspection	19 June 2013
Telephone number	01909 564495

Anston Stones Early Years was registered in 1970. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4 and four at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15am. Additional sessions are offered on Monday, Tuesday, Wednesday and Friday, including a lunch club from 12.15am to 12.45pm and an afternoon session from 12.45pm to 3.45pm. 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.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

