

Abbeytown Pre-School Playgroup

Main Street, Abbeytown, Wigton, Cumbria, CA7 4RU



Inspection date	29 March 2017
Previous inspection date	24 April 2014

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

- The well-planned and presented environment provides highly enabling conditions for rich and purposeful play. For example, children become deeply engrossed in water exploration, sand-play activities and acting out storylines with the wide range of high-quality role-play resources available.
- Staff are well qualified and demonstrate a firm understanding of children's interests, skills and abilities. Staff regularly observe children's development and provide activities and to engage and motivate them. Children make good progress in their learning.
- The leadership and management of the setting are strong. The manager shows a firm drive to providing high-quality care and education for children. The long-standing staff team shares this vision and shows a strong commitment to its roles. Self-evaluation is effective in supporting the continual improvement of the setting.
- Children are independent and tend to their own self-care needs. They relish the opportunity to help with snack-time preparations. Children are confident, self-assured and demonstrate excellent behaviour at all times.

It is not yet outstanding because:

- Staff do not make the most of all opportunities to support and encourage children to think critically and use their problem-solving skills.
- Systems of monitoring and evaluating staff practice are not fully incisive to help identify aspects of teaching that can be enhanced even further.

What the setting needs to do to improve further

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

- strengthen good teaching further by creating more opportunities for children to use their critical thinking skills
- focus more precisely on the range of teaching skills used by staff through more incisive monitoring of practice.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play both inside and outside.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures and the self-evaluation document.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a firm understanding of a wide range of safeguarding issues, including the procedures to follow in reporting concerns. The detailed safeguarding policy is well known and implemented by all staff. Robust recruitment and vetting procedures are in place, including the successful induction of new staff. Thorough risk assessments help to ensure that the environment and premises are safe and secure. Staff work effectively with the schools children attend to share valuable learning and development information. Staff are well supported through regular supervision sessions and attend frequent training, tailored to their individual needs.

Quality of teaching, learning and assessment is good

Staff are excellent play companions for children and join in enthusiastically with their play ideas. For example, staff use children's enjoyment of dinosaurs to support their early writing skills as they introduce animal stencils at the writing table. Staff support children's communication skills well. They ask a range of questions and introduce new words in the context of the activity. Staff challenge children's mathematical skills effectively. They encourage children to count the fish they catch in the water tray and to think about how many more they need to reach 10. Parents are kept well informed with regards to their children's progress and are encouraged to share what they know about their children's achievements at home. Staff support continuous learning through involving parents in the themes and activities that can be continued at home.

Personal development, behaviour and welfare are good

The atmosphere within the nursery is exciting and purposeful. Children are greatly motivated to participate because of trusting and positive relationships with their key person. Staff provide lots of praise and encouragement and are attentive to children's needs, promoting their physical and emotional well-being. Children play cooperatively with their peers. They share, take turns and develop keen friendships. Health and safety is well embedded into everyday play. Children become police officers and paramedics as they dress up in costumes and use the real-life equipment to demonstrate their good understanding of keeping safe and healthy. For example, children check their heart rate with the stethoscope and wear safety goggles and hardhats.

Outcomes for children are good

All children, including those who receive funded education, make good progress. Children are confident communicators and use a wide vocabulary. They use technology confidently and show good emerging literacy skills. Children develop a love of books and relish the opportunity to help read to their peers during story time. Children are well prepared for their future learning and in readiness for school.

Setting details

Unique reference number	317461
Local authority	Cumbria
Inspection number	1087794
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	15
Number of children on roll	27
Name of registered person	Abbeytown Pre-school
Registered person unique reference number	RP518371
Date of previous inspection	24 April 2014
Telephone number	016973 61511

Abbeytown Pre-School Playgroup opened in 2001 and is situated in the village of Abbeytown near Wigton, Cumbria. The setting is open Monday to Friday, during term time only. Sessions are divided according to age groups. Pre-school sessions run from 8.45am to 12.30pm on Monday to Thursday for children aged from three to four years. The playgroup sessions run from 1pm to 3.30pm on Monday and Wednesday and 9am to 11.30am on Friday for children aged from two to three years. In total, five staff work with children, all of whom hold relevant early years qualifications. The manager holds a qualification at level 5. The setting provides funded early years education for children aged two, three and four years.

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 2017

