

# Ashton Vale Pre-School

Ashton Vale Church, Risdale Road, Ashton Vale, Bristol, BS3 2QY



<b>Inspection date</b>	26 September 2017
Previous inspection date	25 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with parents and other professionals to support children's welfare and learning.
- Leaders support the well-qualified staff effectively to update their professional skills and knowledge. For example, following training, staff have made changes to their provision to provide a stimulating learning environment, indoors and outdoors.
- Partnerships with parents are effective. Leaders and staff keep parents well informed about their children's learning. Parents are very complimentary about the staff team. For example, they comment on how well staff share ideas on how they can support learning further in the home.
- Children behave well and staff are good role models. For example, they help children understand how to take turns, share and be kind to others through having clear expectations and boundaries. Children develop important skills for their future learning.

### It is not yet outstanding because:

- Staff do not consistently organise some activities or changes between activities effectively to maintain children's interest and learning.
- Although staff supervise children well, they do not make the best use of opportunities to teach children how to assess risks and identify hazards for themselves, to develop their understanding of how to keep themselves safe.

## What the setting needs to do to improve further

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

- review the organisation of some activities and routines to ensure children remain interested and engaged
- make the most of opportunities that arise to raise children's awareness of how to manage and assess risks for themselves.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the room leader.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. Since the last inspection, leaders and staff have ensured they make good use of opportunities to develop children's independence skills. Leaders and staff monitor children's achievements carefully. They make effective use of information about children's progress to make changes where they identify weaker areas in learning. Leaders use funding effectively to ensure any gaps in learning quickly narrow. Safeguarding is effective. Leaders and staff attend regular training and are clear about their role in protecting children. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so.

### Quality of teaching, learning and assessment is good

Staff have a good awareness of how children learn. They use their good understanding of children's individual achievements to plan stimulating play activities that enhance children's learning. Staff encourage younger children to develop a love of stories and books. For instance, staff plan interactive story sessions using toy characters to support children's understanding of the storylines. Staff support children's communication and language skills effectively. For example, as children make pizzas, staff introduce new words into their vocabulary, such as 'vegetarian' and 'parsley'. Staff take every opportunity to support children's mathematical skills, such as challenging children to estimate how many more balls they will need to fill a length of guttering on the ball run.

### Personal development, behaviour and welfare are good

Children develop a positive awareness of similarities and differences between themselves and other people. For instance, they learn about a wide range of cultural festivals. Staff support children to learn about healthy lifestyles. For example, children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. Children really enjoy being helpful, such as working cooperatively to prepare tables for snack times. Staff support children to develop high levels of confidence and self-esteem. For instance, children show a great sense of pride being chosen to be the snack monitor.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. They are confident, independent and eager to complete tasks for themselves, such as grating cheese and cutting vegetables and herbs to make pizzas. Children develop good mathematical skills. For example, they recognise shape names, and comment that a block of cheese had become a triangle shape after they had used it to grate cheese. Children demonstrate good levels of concentration in their chosen play activities, such as imaginary play where they enjoy pretending to repair cars.

## Setting details

<b>Unique reference number</b>	106903
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1089001
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Ashton Vale Pre-School Committee
<b>Registered person unique reference number</b>	RP523681
<b>Date of previous inspection</b>	25 June 2015
<b>Telephone number</b>	07980 065799

Ashton Vale Pre-School registered in 1994. The pre-school is open each weekday during school term time from 8am to 4pm, and on Tuesday from 8am to 1pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 12 staff employed to work directly with the children. Of these, one holds early years professional status, one is a qualified early years teacher and nine staff members hold relevant early years qualifications at level 3.

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