

Inspection of Ashton Keynes Pre-School

Ashton Keynes Village Hall, Park Place, Ashton Keynes, Swindon, Wiltshire SN6 6NT

Inspection date: 9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong, nurturing relationships with staff at this warm and welcoming pre-school. Staff ensure children feel safe and secure from the moment they settle in. This helps them to become confident learners. Staff plan a broad and stimulating curriculum, that builds on children's knowledge over time. They know what children need to learn and generally take account of children's individual learning and development needs.

Children settle easily and are happy at the pre-school. They are motivated and demonstrate positive attitudes to their learning. They initiate their own play and make their own choices about what they play with, and where they play. Children develop their independence while doing small tasks on their own, such as feeding themselves and washing their hands. Children display good social skills when playing with others. For example, they share and take turns to use the resources.

Staff have high expectations of children. They have a strong focus on personal, social, and emotional development across the pre-school. Staff encourage children to recognise and manage their emotions. They make them aware of the rules in the pre-school and set clear boundaries for them to learn right from wrong. As a result, children consistently display positive behaviour.

What does the early years setting do well and what does it need to do better?

- Staff know the children very well, including those who need additional support. They observe them regularly to assess what they can do and to identify many of the skills they need to learn next. Planning focuses on any gaps in children's learning and experiences. Support for children with special educational needs and/or disabilities is good. Potential issues are identified early on, and external support and advice is sought when necessary.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories regularly and talk about the characters they see in the books. In addition, staff link stories to other activities and use props to extend children's learning. Staff encourage children to make marks using a range of materials to help develop their early writing skills.
- The experienced staff team works together effectively. Staff report they feel supported by their managers and feel that their well-being is always considered. Staff undertake regular training initiatives and implement what they learn, so that the children benefit. Parents are very complimentary about the pre-school and staff. They fully appreciate the efforts of staff to support them and their children.
- Regular local visits support children's understanding of the area in which they live. Cultural differences are explored through discussion and celebrations. For

example, children recently celebrated Chinese New Year and they take part in various festivals. Children understand their own uniqueness and the fact that not everyone has the same beliefs and cultural traditions

- Staff promote children's good health. Children learn about and can recognise what are healthy and non-healthy foods and talk to staff about the differences. They understand the importance of regular physical activity and know why they should look after their teeth.
- The manager and staff have a clear vision for the pre-school. The manager reflects on staff practice and has a realistic view of the quality of teaching. The manager is keen to help staff to develop further. Staff receive regular meetings that help to identify their strengths and where training may be beneficial. The manager supports staff to seek professional qualifications.
- Children develop a good understanding of some mathematical concepts, such as numbers. They are beginning to recognise what each number looks like and can confidentially count in sequence. However, children are not always given the opportunity to solve simple problems for themselves to develop their critical thinking skills even further.
- Overall, children's communication and language skills are supported well. Staff sit alongside children in areas, such as the home corner, and join in with their play. However, staff do not always make the most of opportunities to extend and repeat single words to build younger children's early vocabulary and communication skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk from harm. Staff confidently discuss local safeguarding procedures and the steps to take, should a concern for a child's well-being arise. They attend regular safeguarding training to ensure their knowledge is current. Staff are aware that some families may be vulnerable to extreme views or ideas. Robust recruitment procedures ensure appropriate checks are completed to determine employees' suitability.

What does the setting need to do to improve?

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

- encourage children to solve simple mathematical problems for themselves to help them develop their own thinking skills
- provide opportunities to extend vocabulary and repeat words to build on children's developing communication skills.

Setting details

Unique reference number	199416
Local authority	Wiltshire
Inspection number	10234285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	21
Name of registered person	Ashton Keynes Pre-School Committee
Registered person unique reference number	RP520493
Telephone number	01285 869433
Date of previous inspection	5 January 2017

Information about this early years setting

Ashton Keynes Pre-School registered in 1992. It operates from the village hall in Ashton Keynes, near Swindon. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm all week. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents spoken to on the day and through feedback forms available.
- The inspector completed a learning walk across all areas of the setting and gardens to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess the teaching standard.
- The inspector observed staff interactions with the children indoors and outdoors to assess the impact this has on children's learning.

We carried out this inspection 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.

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