

Ashton Pre School

Inspection report for early years provision

Unique reference number EY412718
Inspection date 11/01/2011
Inspector Frank William Kelly

Setting address Tulketh Road, Ashton-on-Ribble, PRESTON, PR2 1ES

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Ashton Pre School registered in 2010 and is operated by an organisation. It is based within a single story building within the grounds of a church in Ashton-on-Ribble in Preston, Lancashire. Children have access to a playroom and a secure enclosed outdoor play area. It is open each weekday from 8.45am to 11.45am and from 12.30pm to 3.30pm, term-time only.

The pre school is registered on the Early Years Register. A maximum of 22 children may attend the pre school at any one time, of whom none may be under two years of age. There are currently 30 children on roll in the early years age group. The pre school provides funded nursery places for some three and four-year-olds and supports a number of children with learning difficulties and/or disabilities. There are also children who attend who speak English as an additional language.

There are six staff, five of whom hold appropriate early years qualifications. The manager is working towards an Early Years Foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a warm and inclusive setting; staff have created a stimulating and fun learning environment that promotes the children's learning and development very well. On a daily basis children are kept safe through staff supervision and general organisation. However, documentation is not always thoroughly checked, which means some information has not been obtained and some policies lack detail. Formal self-evaluation is still in the early stages but those in charge demonstrate commitment and motivation to seek further improvement. The effective engagement of parents and the partnerships with other organisations and services is ensuring that children's unique needs are being met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of all required information are held for each and every child (Documentation). 26/01/2011

To further improve the early years provision the registered person should:

- revise and update the safeguarding children policy to include greater detail of the steps to be taken should an allegation be made against a member of staff
- develop the self-evaluation and quality improvement processes to include a robust internal system of review. Include secure management monitoring

systems to ensure that regulatory documentation is maintained consistently at all times

- further develop the opportunities for children to do things in different ways and on different scales when outdoors.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through appropriate recruitment and selection procedures. These include the completion of a full Criminal Records Bureau check for each adult caring for the children. Updated information regarding relevant agency contact details is contained within the settings safeguarding policy; and the staff are able to discuss the steps to take to report any concerns they may have about a child in their care. However, some aspects of the safeguarding policies, such as those regarding allegations made against staff, do not reflect the detail of practice, as discussed by the manager.

The premises are suitably maintained, clean and attractively presented. Annual maintenance of fire safety equipment is undertaken, written risk assessments are prepared and children's safety is further promoted by daily checks and good supervision by the staff. The setting demonstrates a commitment to driving and implementing improvement. Action plans are in place and provide a focus for improvement of the service, such as the outdoor play area and the increase of resources that positively reflect disability. Day-to-day management monitoring systems are, in the main, effective. Most documentation is appropriately maintained and kept up to date, although, there are some exceptions. Whilst regulatory information and consents have been included within the children's registration forms; staff have failed to identify that some parents have failed to indicate who holds parental responsibility. Another has not completed the requested consent, for the seeking of the emergency medical treatment. This information is a regulatory requirement of the Statutory Framework for the Early Years Foundation Stage.

Equipment and resources are safe and thoughtfully organised to promote the children's independence and develop their investigative nature. They are reflective of the cultural groups within the setting and those within their wider society. Staff are familiar with each child's special events and celebrations, which they ensure are equally celebrated within the nursery. Key words in children's first language have been obtained and the use of visual prompts enables children to communicate their needs and wishes. This approach is also helping the children to feel valued and provides all the children with rich first-hand opportunities to talk about their own and gain a sense of, other people's cultures.

Partnerships with parents are good as staff are very friendly and welcoming. A wealth of information in printed and photographic formats, are available and displayed throughout the setting. Information and meetings about the children's progress and learning are held and staff verbally share information on a daily basis. Collaborative work with other organisations and services is implemented effectively to support and meet children's specific needs. Arrangements for

transitions for children going to school are in place. The setting engages personnel, such as the librarian and lollipop attendant to extend and complement the experiences for the children.

The quality and standards of the early years provision and outcomes for children

This is a welcoming place for children to be, as staff create a lovely sense of fun. Their warm, enthusiastic greetings and interactions put the children at ease and promote a strong sense of security. The lively and aesthetically pleasing environment is rich in visual images, print and numerals. A good balance of child-initiated and adult-led activities means that children of all ages play with purpose and pleasure.

The five Every Child Matters outcomes for children are promoted very well as the children are encouraged to follow a safe and healthy lifestyle. Projects about healthy eating and the importance of exercise are complemented by daily routines. Gentle explanations by the staff help children learn about keeping themselves and others safe. For example, children are coaxed to tidy their toys up as they go and are encouraged to cross their legs when sat on the floor. Staff explain to the children that this is so as to not trip up their friends. Children are very well behaved and show a developing respect for each other. Their citizenship is further fostered through the staff's good role modelling and simple rules about not shouting or talking over each other. Circle time is used effectively to help children take turns to talk, and stories about friends falling out, help children gain a sense of how their actions may upset others.

The quality of the learning programme is underpinned by the well-resourced continuous provision that allows children to constantly access a wide range of activities, that fully span all six areas of learning. Children enjoy their play; they are supported to use tools such as scissors and tape. They gleefully dig in the sand and pretend to bake with the play dough, cutters, bun trays and flour shakers. Role play is enhanced by the range of dressing up boxes. Special event days take place during which staff and children dress up as pirates and make a 'ship' out of an upturned table. Adults play a key but subtle role in children's learning. For example, visitors are invited into the setting to help children learn about road safety. During free play the staff make suggestions such as rolling bandages up 'like nurses'. Thus helping the children make connections about their world. Children play outside daily and staff are aware of the need to extend this further to allow children more opportunities to do things on a different or bigger scale.

Staff have high but realistic expectations of what the children can do. They actively encourage children's independence throughout all aspects of the daily routines. Children are developing a good sense of perseverance with personal tasks such as putting on their own coats. This is because staff provide minimal help, lots of practical encouragement and plenty of time to do these things. Snack time is excellent as children choose when, or if, they want a snack. When ready, they use their developing recognition of print to locate their name-card; then self select their bowl of fruit, where they will sit and pour their chosen drink of milk or water.

The planning is thorough and linked to the staff's observations of the individual children; with activities planned to help children extend their learning. Tracking systems are maintained and a summary of each child's ongoing progress is shared with parents twice a year. Staff use their observations to inform the next week's planning and they frequently revisit and reinforce learning throughout the day. For instance, they sing counting songs and when reading a story remind the children that 'giggle' is a way of describing laughing.

The children have regular access to and demonstrate a good knowledge about, how to use a range of technology, including the remote controlled spider and truck. They play with recycled mobile phones; have access to a computer and digital camera. They enjoy frequent opportunities to look at books, listen to stories, mark-make, count and use discussion to problem solve. They play and work alongside their peers harmoniously, experimenting with planks of wood and creating structures with cardboard tubes and other building materials. This enabling environment means children are confident and willing to try things out. Thus they are developing positive and enthusiastic attitudes towards learning; which form the basis for the development of their life skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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