

Avon Small Saints Pre-School

Inspection report for early years provision

Unique reference number	EY338057
Inspection date	24/01/2011
Inspector	Marilyn Joy
Setting address	C/o All Saints VA C of E Primary School, High Street, Netheravon, Salisbury, Wiltshire, SP4 9PJ
Telephone number	01980 671681
Email	avonsmallsaints.netheravon@gmail.com
Type of setting	Childcare on non-domestic premises

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 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Avon Small Saints Pre-School was registered in 1987 and moved to its current premises in 2008. The pre-school operates from a self-contained building in the grounds of All Saints Primary School in Netheravon, Wiltshire. The pre-school opens Monday to Friday during school term from 9am until 3.30pm. The pre-school serves the local area. There is a secure area for outdoor play. The pre-school is registered on the Early Years Register for a maximum of 30 children from two years. There are 43 children on roll. The setting supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years. There are currently seven staff who work with the children. There are four who have early years qualifications and one who is working towards a qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy and settled in the well-resourced and stimulating environment where their health, safety and well-being is given a strong emphasis. The pre-school has generally positive relationships with parents, which contributes towards children's high levels of confidence and security. Effective management and clear procedures underpin the smooth operation of the pre-school, which ensure children's individual needs are met and, overall, they make good progress in their learning and development. Strong links with other agencies support the pre-school in developing rigorous processes of evaluation in order to maintain good standards of care and learning. The setting demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the arrangements for involving parents in children's learning, contributing to their progress records and supporting their learning at home
- extend the system for monitoring progression and identifying children's next steps in all areas of learning to help with planning challenging activities for individuals and small groups.

The effectiveness of leadership and management of the early years provision

Effective measures are in place to ensure children's welfare is safeguarded and they are protected from harm. Staff have a good understanding of child protection issues and know what to do if they have concerns about a child in their care. Thorough risk assessments, as well as daily checks, help staff maintain the safety

and security of the premises at all times. Robust recruitment and employment procedures ensure staff are suitable and have a secure understanding of their role and responsibilities. All the required documentation is in place and maintained to a good standard. Children have access to a very good range of resources, which support their learning, indoors and outdoors. Resources are easily accessible, clean and in good condition. Attractive displays of children's work, organisation of the playroom and welcoming staff all contribute to providing an inviting environment for children and parents. Enthusiastic leadership inspires a commitment towards continual improvement. Effective liaison with the local authority assists the pre-school in developing rigorous processes for evaluating the provision, identifying areas for further development and implementing an action plan for improvement. Staff attend training and share their learning with the rest of the team, which has a positive impact on developing the skills of all staff and improving outcomes for children. Recommendations raised at the last inspection have been addressed and the pre-school leadership is confident about what they need to do to improve further.

Parents receive a range of information about the pre-school and the service provided. They are kept up-to-date about relevant issues through ongoing discussions with staff, regular newsletters and the notice board. Effective settling-in routines help children and parents to feel confident and secure in a new environment and, as part of this process, general information is gathered about the toys and activities children enjoy. Children's progress records are made available to parents and there is space for them to add their comments to termly reports if they wish to. However, the pre-school is not proactive in encouraging parents to contribute to their child's records or to involve them in supporting children's learning in different ways. Staff get to know children well and work closely with parents to ensure children's individual health and welfare needs are effectively and consistently met. Constructive partnerships are well established with other agencies and settings that deliver the Early Years Foundation Stage Framework, which facilitate children's smooth transition to school and ensure that appropriate measures are taken to support children with special educational needs and/or disabilities.

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

Children arrive confidently and quickly become engrossed in activities of their choosing. Staff are prepared for their arrival and ready to support them as needed. Children benefit from the well-organised and stimulating environment offered. The easy accessibility of resources helps them to become independent learners as they make choices and select resources for themselves. Effective support from staff helps children to manage tasks and use a variety of tools and equipment safely. For example, children begin to master scissor skills, manoeuvre bikes carefully, successfully fill containers with water without overfilling and experiment with mark-making when painting, chalking and drawing. Children's communication skills are easily promoted through relaxed conversations with staff. They are encouraged to express themselves; to talk about what they are doing and to think of different words for describing the texture of sand. The well-equipped playroom is rich in

colourful displays, which raise children's awareness of text, number and diversity. Different languages are displayed above the writing table. Many children recognise their names and some are able to identify their friends. Pictures depicting a range of feelings are present in the quiet area and staff use this to help children express how they feel and manage their behaviour. The environment is a clear strength of the pre-school and alongside the effective support from staff, creates a successful learning space. Children experience a broad range of activities and make good progress in all areas of learning. They explore a wide range of media and materials, experiment with various construction kits and investigate technology and how things work. Clear and measurable observations record children's achievements and are used to assess progress. However, staff usually focus on one area at a time to incorporate into weekly plans rather than identifying and formally planning their next steps in all areas. As a consequence, there are some activities and group times when children are not always as effectively challenged. Overall, staff use their good knowledge of individual children well to support and extend them as they play. Individual education plans are developed for children with special educational needs and focus on small targets to ensure they have the support they need.

Children demonstrate a strong sense of belonging and security within the setting. They develop extremely positive relationships with staff and their peers. Children show care and concern for others. Many work collaboratively together and understand the need to share and take turns. For example, some enthusiastically fill containers with water and wash the cars together in the garden, while another shares the two sets of play shoes she is playing with. Consistent daily routines and simple games, such as snap, help children to understand what is expected of them, to follow instructions and to behave well. They benefit from the frequent praise and encouragement they receive, which boosts their confidence and self-esteem. Children's health and well-being is promoted well through the provision of healthy and nutritious snacks, and plenty of fresh air and exercise. The café-style snack is effectively used to develop and practise a range of skills. It is a sociable occasion where children become increasingly competent and independent, and simple mathematical skills are usually introduced. Individual dietary requirements are accommodated and staff pay particular attention to ensuring they are fully aware of allergies and health issues. Generally, good hygiene habits are promoted and children are familiar with the routine for washing their hands. Children move freely between indoors and outdoors for much of the session. The innovative outdoor area offers challenging equipment and an exciting area to play and learn.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

