

# Abacus Pre-School Playgroup

Frank Halfpenny Hall, George Lane, Lichfield, Staffordshire, WS13 6DX

<b>Inspection date</b>	05/11/2012
Previous inspection date	02/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress from their starting points because experienced staff provide rich learning opportunities through play and playful teaching across all areas of learning.
- Staff provide a bright and welcoming environment where children learn to be creative and independent learners through the positive relationships fostered.
- Staff use positive teaching methods to extend children's learning and stimulate their interests, providing good opportunities for active learning and the freedom to become fully involved in activities.

### It is not yet outstanding because

- Older and more able children have few opportunities to consider concepts such as weight, measures and capacity and use of numerals in their play.
- The role play area lacks challenge for the older and more able children, to further develop their play and learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the provisions manager and chair of the committee.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's development plan and a range of other documentation.
- The inspector also took account the views of parents spoken to on the day and information and feedback from parent questionnaires.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Abacus Pre-School was registered in 1998. It operates from the Frank Halfpenny Hall in Lichfield, Staffordshire. Children have access to a secure outdoor play area. The setting serves a wide catchment area.

The setting is registered by Ofsted on the Early Years Register. The setting is open each

weekday during the school term. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 27 children from two years old to under five years on roll.

The setting employs three members of staff. Of these, two hold a qualification at level 3 in early years and one hold a Qualified Teacher Status. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

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

- further extend the range of opportunities for the older and more able children by providing increased practical opportunities for children to consider concepts such as weight, measures and capacity and use of numerals in their play
- develop further the role play area to offer a more challenging range of resources and opportunities to further extend their play and learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress because the educational programme incorporates planned, purposeful play and a mix of adult-led and child-initiated activities which are enjoyed by the children. Staff spend much of their time supporting children to choose activities and stimulating their interests. Regular observations and assessments of what the children do and like are used effectively to understand children's level of achievement, interest and learning styles. Effective communication with parents and carers at induction ensure they contribute well to the children's initial assessment through completing an 'All about Me' form and systems continue to strengthen to ensure the two way flow of information to involve them in their children's learning.

Children's communication and language is supported very well because staff use positive teaching methods, such as giving clear explanations, ask challenging questions and introduce new ideas, concepts and vocabulary. Staff provide a good range of resources for children to build secure foundations for early literacy through having good opportunities to make sense of symbols and to recognise their own names. For example, many of the children learn to recognise their own and others names during registration and some begin to link the initial sound and letter of their name. Staff use books and stories well to

reinforce learning and topics, consequently, children develop a fondness for books. Staff provide a range of opportunities for children to use crayons, chalk, paint and white boards to develop an interest in making marks.

Staff provide good opportunities for children to take part in practical cooking and baking sessions. For example, children have been making soup, biscuits and sandwiches and learn about where the ingredients have come from and how they change through the heating process. Staff place a good emphasis on providing regular opportunities for children to explore and find out about people, places and the environment. For example, children have been growing potatoes, carrots and flowers and take regular walks to identify features of the local community. Children begin to gain an understanding of their own and others cultures and diversity through themed activities, celebrating festivals and tasting food from other cultures.

Staff provide good opportunities for children to seek patterns, count, sort and match through a range of games, puzzles and construction toys. Staff reinforce shape and help children count during activities. For example, children construct a pretend rocket of paper and staff reinforce words, such as cylinder, circle and star and encourage children to count well. However, staff plan fewer opportunities for the older and more able children to work with use of numerals and to experience weighing, measuring and capacity through activities such as the sand and water, to further extend their learning.

Staff provide a varied range of opportunities for children to express their creativity through using a variety of arts and crafts materials. In addition, a broad range of opportunities for children to explore a variety of painting techniques and to use their senses to explore resources such as dough, shaving foam and flour mixed with water, are well incorporated in to the educational programme. The small world toys and the role play area are popular with the younger children in particular. For example, they spend their time dressing up and pretending to cook. However, the role play area is not challenging enough for the older and more able children and does not provide a broad enough range of resources such as key boards, weighing scales, pens, paper and numerals, for children to further extend their play and learning.

### **The contribution of the early years provision to the well-being of children**

An effective assigned key person system means adults know the children well and help all children feel fully included and valued. Consequently, children's personal, social and emotional development is supported very well. Staff place a good emphasis on ensuring new children are eased into the routine and given good priority. Therefore, children settle quickly and gain their confidence and show a strong sense of belonging. Children show good levels of sustained interest in the broad range of well presented resources and activities on offer. Staff create a calm environment and have a sensitive approach, which means children learn right from wrong in a nurturing environment. Children enjoy the

routine and respond well to changes, such as 'Dennis the alarm clock', which rings to indicate it is time to tidy up.

Staff place a good emphasis on children learning how to stay safe through gentle reminders of how to care for the environment, resources and each other. Staff set, explain and maintain clear, reasonable consistent limits so that children can feel safe and secure in their play. Staff organise the daily routine well to ensure children benefit from the access to fresh air and the outdoor environment to be active and physical daily. Good effective hand washing routines mean children are given good support, time and space to wash their hands under supervision and learn why this is important. Children are provided with a healthy and nutritious snack such as fresh fruits, breadsticks, crackers and cheese, raisins, cereal and water, which contributes well to them learning about healthy lifestyles.

The small nature of the group and because all children are cared for in one room means all staff know and meet the children's needs well. Staff place a real emphasis on working with other settings that the children may attend. For example, they work very well with childminders to share information about the children's care and education and to keep parents and carers up to date. Links with the local feeder schools are strong and developing further to support transition.

### **The effectiveness of the leadership and management of the early years provision**

Since the last inspection there is a new person in charge and chair of committee, who both started in September. They both have a good overview of the educational programme and ensure an inviting, well-equipped environment and positive teaching methods contribute well to children making good progress in their learning and development. Good progress has been made since the last inspection because there are well-focused improvement plans in place. For example, the action and recommendations have been successfully addressed to improve the written risk assessments and improve the range of opportunities for children, in particular, the improved information and communication technology resources. The committee offer good support, direction and challenge to the setting and set realistic and challenging targets to continually improve practice. Therefore, outcomes for children are continuously improving.

The person in charge and staff are clearly motivated and work well as a team. The person in charge is also involved with the care of the children and therefore is in a good position to monitor, supervise and model good practice daily. Secure monitoring and training systems ensure staff are supported well to build on their practice. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitable to do so. All the required records, policies and procedures are in place and up to date.

There is good partnership working with other agencies, professionals and settings to

identify children's needs and help them make progress. Parents and carers spoken to on the day are positive about the setting and in particular, happy with the two way flow of information to keep them up to date about their children's time at the setting. The use of a notice board, regular newsletters, displaying written plans about activities and the welcome pack, keeps parents well informed about the setting and its policies. Some parent volunteers actively participate in sessions alongside staff and others are active members of the committee. Consequently, parents have good opportunities to help shape the service provided.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

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.

## Setting details

<b>Unique reference number</b>	218077
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	818131
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Abacus Pre-School Playgroup
<b>Date of previous inspection</b>	02/07/2010
<b>Telephone number</b>	01543 254168

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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