

Avon Small Saints Pre-School

C/o All Saints VA C of E Primary School, High Street, Netheravon, Salisbury, Wiltshire, SP4 9PJ

Inspection date	26/02/2013
Previous inspection date	24/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff monitor children's progress in communication and language closely and they use national initiatives to deliver good quality support. They target children who require extra help as early as possible to narrow gaps in achievement.
- Children are developing confidence and independence that should help them make a smooth transition to full-time education. Staff develop good links with schools to plan activities so that children become familiar with new routines and environments.
- Staff provide effective support to children with special educational needs and/or disabilities. They work successfully with other professionals so that children can participate fully in pre-school life.
- Staff monitor the children's development effectively using informative 'learning journals' to celebrate achievements. They encourage parents to share in their child's learning and this successful partnership working is helping all children to make good progress.

It is not yet outstanding because

- Although children play with a wide range of resources overall, they do not handle and explore many items that stimulate their interest in the natural world.
- Children sometimes do not receive enough support to help them progress with their early writing skills.

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 indoor and outdoor areas.
- The inspector had discussions with children, parents and staff.
- The inspector met with the manager and chairperson of the committee.
- The inspector sampled a range of documents including children's records, policies, risk assessments and staff records.

Inspector

Jill Milton

Full Report

Information about the setting

Avon Small Saints Pre-School opened in 1987 and registered with Ofsted in 2001. It is managed by a voluntary committee of the same name. The pre-school moved to its current premises in 2008, operating from a self-contained building in the grounds of All Saints Primary School in Netheravon, Wiltshire. There is an area for outdoor play. The intake of children is from the local rural communities.

The pre-school is registered on the Early Years Register. It opens on weekdays during school term time from 9am to 3.30pm. There are currently 35 children on roll in the early years age group. The pre-school receives funding for the provision of free early education

for children aged three and four years. Staff support children with special educational needs and/or disabilities. Support is also provided for children learning English as an additional language. The pre-school employs nine members of staff and of these, seven have suitable early years qualifications. One member of staff is working towards a qualification.

What the setting needs to do to improve further

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

- extend the educational programme for understanding the world by providing children with more access to interesting natural objects to explore
- provide children with more support when they show an interest in learning to write their names.

Inspection judgements

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

Children are progressing well with many skills to equip them to cope with school life. They show enthusiasm about learning through play as they select activities and frequently choose to play with friends. Children demonstrate their growing confidence and independence. They collect their own coats and change shoes when they decide they wish to play outdoors. At certain times during the day, the children spend time in small groups for an adult-led activity. This time is providing a valuable opportunity for them to concentrate on a task and demonstrate good listening skills. Staff interact effectively with the children to develop their language and communication. Songs and rhymes feature frequently in activities and children enjoy using musical instruments to tap out a beat. Staff make good use of picture and word cards in a number of successful ways. Children use them, for example, to decide the day's snacks or which activity they would like to do next. These resources help all children communicate, including those who are learning English as an additional language. Children are making good progress with a wide range of physical skills. They like to use different ways of making marks with chalk, paint and crayons, developing hand control. Outdoors children receive encouragement from staff to stretch and make strong controlled movements as they paint a fence with water. Many children recognise their names and staff introduce letter sounds at appropriate times. Some children show an interest in writing though they do not always receive effective support to extend their skills.

Children use their growing understanding of mathematics as they count objects accurately, match shapes or make patterns. Staff ask questions to encourage children to solve simple problems. For example, when deciding how many plates they need for children staying for lunch. Children express their imaginations as they use dressing-up clothes and toys, such as farm animals. They play cooperatively to make up stories and share games. Children are keen to play lotto when it reflects some of their favourite storybook characters. They use their senses as they play with soft sand or spend time in a specially designed sensory room. Children show an interest in technology as they see how a light projector makes patterns on the sensory room wall and they can view colours changing on fibre optic tubes. Staff include a wide range of activities during the year to help children develop an awareness of their community. Children visit, for example, the village church and the library. Their experiences also include a good introduction to cultures different to their own. During recent Chinese New Year celebrations, the children made 'lucky red envelopes'. They also compared how their names look in English and Chinese scripts. Staff are providing many enjoyable activities to support children's understanding of the world. However, among the resources indoors there are few interesting natural objects, such as shells or fir cones, to stimulate curiosity and encourage exploration.

Staff monitor the children's development effectively in order to help them identify any gaps in learning. They work consistently well to ensure every child has regular observations of their achievements included in their learning journals. They use the information to plan how to help children make good progress. Staff have preparations in place to record and share with parents the progress checks for two-year-olds. Parents have access to their children's journals and they speak positively about the usefulness of the information to reassure them about their child's progress. Parents contribute to record keeping by adding their comments and sharing milestones in development with staff. Families receive encouragement to borrow resources, such as dough or storybooks, so that they can share in their children's learning at home. Staff provide good support to children with special educational needs and/or disabilities. They are attentive to children's needs and work proficiently alongside other professionals to help all children make good progress.

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

Children settle quickly to play when they arrive at pre-school, showing that they feel safe and secure. They are confident at leaving their parents and carers, since staff are attentive to greeting them and drawing them into activities. Children are developing good social skills and they talk happily about their friends at pre-school. Staff have some successful strategies in place to manage children's behaviour. They offer consistent guidelines and show children small pictures of happy and sad faces to highlight to them the effects of their behaviour on others. Children show some encouraging social skills, as they share resources. They play cooperatively, for example when outdoors offering a friend a ride while they pedal or pretending to fill a friend's car with petrol.

Children show motivation and interest as they move freely between activities in the indoor

and outdoor areas. Staff draw on a good range of resources to set out activities for the children. They provide variation during the day so children who stay all day play with different games in the afternoon. Overall, staff make good use of a new quiet room for focused activities with small numbers of children. At times though, the room is not open to children which means they cannot use books or the computer. Staff are aware of this issue and are working to find ways around it while safely supervising the children at play in all areas.

Children are eager to play outdoors where they use a wide range of activities to develop their physical skills. Many show competent use of scooters as they steer safely around obstacles with control and coordination. Staff are developing the outdoor area to extend the range of activities accessible to the children. As well as gaining positive messages about the benefits of active play, the children are learning about healthy eating. They visit the snack area when they feel the need for refreshment. They make good choices about which foods they would like to eat. Children develop a number of useful skills as they pour their own drinks and sit sensibly at the table. Children follow well-established hygiene routines as they independently visit the bathroom and manage hand washing unaided.

Staff prepare children very well for the move to full time education. They work successfully with staff in schools to plan joint activities to ease children's move to a new environment. Children visit the school hall for physical activities such as trying obstacle courses and the grounds of the school are accessible for walks. Children attend story times in the reception classroom and pre-school staff accompany them to provide reassurance and extra supervision. These well-thought out strategies demonstrate a good commitment from staff to helping children cope with the next step in their education.

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

The pre-school is well organised and both the provider and staff demonstrate a competent understanding of how to meet the safeguarding and welfare requirements. Staff work diligently during the day to keep the environment safe for children and they record regular risk assessments. The newest members of staff know procedures, for example, by describing the routes to take to evacuate the premises safely in case of emergency. Staff attend safeguarding training to refresh their understanding of how to address child protection concerns. They demonstrate a good understanding of the steps to take to help protect children's welfare. The wide range of policies underpinning practice receives regular updates and amendments to stay in line with new requirements. For example, following a review of the safeguarding policy staff now store their mobile telephones in new lockable cabinets. Staff discuss individual policies at meetings, so that they are clear about expectations, such as the importance of maintaining confidentiality about the families in their care. Staff know how to respond if a concern about their practice is raised. Staff are aware of children's individual health requirements. They seek out professional advice to enable them to attend to specific medical needs. Staff work consistently through the day to keep the environment clean. They follow well-established good hygiene routines when changing nappies or preparing food for children.

Staff follow a careful procedure for recruiting new adults to work in the pre-school. They work closely with the chairperson of the committee, benefitting from her professional advice on safe recruitment. Staff receive support for training and there is a positive attitude to personal development. Staff are open to change and willing to incorporate fresh initiatives to improve their work with the children. They use, for example, ideas of good practice from national guidance. These innovations help them to monitor the children's communication and language development closely. Staff address recommendations raised at previous inspections. There are regular audits of the quality of their work completed with early years advisory teachers and these meetings lead to clear action plans for development. Ideas focus well on improving the outcomes for children, for example, with more outdoor play activities to suit the two-year-olds. The staff have a competent understanding of the learning and development requirements. They evaluate their practice at a number of levels, such as reflecting on the effectiveness of adult-led activities. The team meet every week for discussions, reflections and planning. They receive good support and guidance from an experienced and focused manager.

There are successful partnerships with parents in place and families receive a friendly welcome from staff. Parents can access a wide range of information through displays, newsletters and conversations. Parents speak about the good levels of feedback they receive about their children's development. Staff encourage families to take part in the life of the pre-school. Parents respond well to this challenge by helping to build a large outdoor sand pit, creating a new web site and contributing generously to a cake sale.

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

Unique reference number	EY338057
Local authority	Wiltshire
Inspection number	906141
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	35
Name of provider	Avon Small Saints Pre-School
Date of previous inspection	24/01/2011
Telephone number	01980 671681

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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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