

Abbey Pre School

Lincoln Baptist Church, Croft Street, LINCOLN, LN2 5AX

Inspection date

Previous inspection date

16/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are able to lead their own learning as they move freely between the welcoming indoor environment and the well-resourced, challenging outdoor environment.
- Children form secure relationships with staff and display a strong sense of belonging in the setting. As a result, children show confidence and independence as they freely explore their learning environment.
- Children are protected well. Practitioners have a secure understanding of their roles and responsibilities to safeguard the children. Staff implement effective practices to minimise risks to children.
- Staff are developing strong relationships with parents. They comment that they are happy with the provision and how much their child has grown in confidence since attending.

It is not yet good because

- Staff do not consistently have effective systems in place to support the language development of children who speak English as an additional language.
- Opportunities for learning across all seven areas of learning are not always maximised, with particular regard to mathematical development.
- Staff do not always promote good hygiene practices after toileting and opportunities to further children's understanding of hygiene are not always used effectively.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at a selection of policies, procedures and children's records.
- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Elizabeth Coull

Full Report

Information about the setting

Abbey Pre School re-opened in 2013 when it began operating under the Pre-School Learning Alliance and it is registered on the Early Years Register. It is situated in its own room within Abbey Children Centre, Lincoln. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs four members of childcare staff, all of whom are qualified at level 3 or above. The deputy holds Qualified Teacher Status and the manager is working towards a foundation stage degree in early years.

The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions. There are currently 29 children attending who are within the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make use of the established support systems available to ensure that effective strategies are put in place to support children who speak English as an additional language to make best progress in their communication and language
- ensure that all opportunities for children to learn across all seven areas of learning, with particular regard to mathematical development, are fully promoted.

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

- support children to gain a better understanding of effective hygiene practices, such as washing hands after toileting, by supervising handwashing and extending discussions about hygiene and staying healthy.

Inspection judgements

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

Children make satisfactory progress in their learning and development in relation to their starting points, because staff have a suitable understanding of how children learn and develop. Staff plan an appropriate range of adequately challenging activities, which

generally cover all seven areas of learning. However, sometimes opportunities to promote children's mathematical understanding are missed. For example, during an adult-led activity with a key person group, a member of staff misses opportunities to extend mathematical and number language when a child proudly identifies the number one. Staff make regular observations of the children's development and identify any significant achievements. They analyse this information during weekly staff meetings and this is used to inform the planning for the coming week. Planning is differentiated for different abilities and interests, which ensures children receive appropriately challenge or support, relevant to their needs.

Children move freely between the outdoors and indoors, choosing which learning environment they want to access. When children access the outdoors staff gently remind them about putting on coats to keep warm. When getting dressed to go outside, staff allow children to think critically as they develop strategies to put on and do up their own coats. Staff are on hand to offer assistance when needed. Because of this, children gain key skills for school readiness, such as self-confidence and independence.

The manager has identified and started to implement strategies to strengthen the settings partnership with parents. Parents have been invited into the setting to share their different cultures by reading stories to the children in the Polish language. In addition to this, parents have been asked to enter a competition to design a logo for the pre-school. Parents' evenings are held termly and this gives parents the opportunity discuss their child's learning and development and also share information about learning that has taken place at home. Daily opportunities for discussions with parents during drop off and collection times are maximised and parents are given the opportunity to leave feedback about the provision in a feedback book located in the reception area. Some basic information is gathered on entry to the setting, which helps staff to assess a starting point in the child's learning and development. Parents speak highly of the setting, commenting on the commitment of the staff and the improvement in their child's confidence since starting at the setting.

Children with special educational needs are adequately supported as staff seek intervention and support from appropriate agencies, such as speech and language therapists and educational psychologists. The setting has a good support network in place to advise on how best to support specific children's needs. Irrespective of this, children with English as an additional language do not receive sufficient support and staff do not consistently identify and provide for specific targets in relation to their communication and language development, to ensure good progress is being made.

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

Children enter the setting with confidence and enthusiasm eager to explore their learning environment. Children in the setting are confident and have a sense of belonging as they move freely around the setting accessing resources and self-selecting activities that are of particular interest to them. It is evident that children have secure attachments with the staff as they happily cuddle up to them during the morning time routine. There is an effective key person system in place and staff, have a satisfactory understanding of their

key children's interests and developmental stages. Differentiated activities are provided in the form of key person group times. This offers time for children to build positive relationships with their key person and for activities to be tailored to ensure that children are adequately challenged for individual children's needs. Staff act as good role models using positive language, giving continual praise at appropriate times and gently reminding children when they forget to use manners.

Resources are of a good standard and staff carry out daily checks to ensure the continued safety of the environment. Hygiene routines are in place as children wash hands before snack times and a member of staff supervises to ensure hygiene practices at this time, are thorough. However, this is not embedded within the children's routines. For example, when children independently access the toilet throughout the day, they often forget to wash their hands afterwards, therefore, the risk of the spread of infection is not consistently minimised.

Children's health is sufficiently promoted as they are offered endless opportunities to explore the well-resourced outdoor play area. Children are offered a healthy snack of toast and butter, cheese and a selection of fruit and vegetables. Snack times are used to maximise opportunities to promote children's independence as children help to lay the table, spread their own butter and pour their own drinks.

Staff have begun to make links with local feeder schools, who have spoken very positively about the information that the pre-school have shared. The manager understands the importance of children having a positive transition into school and plans to implement strategies to strengthen these relationships, and ensure children are well prepared for the transition.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are appropriately implemented. Staff have a clear understanding of how to identify signs and symptoms of abuse and what action to take if they have concerns about a child's welfare. Staff are suitably deployed to effectively supervise the children within the provision and a high staff to child ratio further ensures safety. The main room the children has a key pad entry system and all visitors to the setting are asked to sign in. There is a suitable range of risk assessments, which are successfully implemented by staff. Children's specific dietary requirements are clearly identified on their place mats for all staff to see when serving food. This ensures all children's safety.

The manager has an appropriate knowledge of the Early Years Foundation Stage and her legal responsibilities. She has only been in post for six weeks but has already identified areas for improvement and has started to implement changes to ensure this happens. Staff training to complete the 'progress check at age two' is a particular focus. Staff currently complete the 'progress check at age two' and the manager sensitively shares this information with parents and other professionals.

There is a well-established support network in place through the Pre-school Learning Alliance. This offers support and advice on a range of issues, such as child protection training and staff supervision. The manager has made steps to improve the settings partnership with parents and this seems to have been well received. Staff work well with other agencies to support children's special educational needs and/or disabilities.

The manager has started to implement systems to evaluate the quality of the provision. Regular supervision of staff practice takes place and this offers staff the opportunity to raise any safeguarding concerns or suggestions of how to improve practice. Staff collate data on children's development to evidence the progress that children make. This also clearly identifies any areas where development is less and enables them to act upon this. The setting provides parents with regular comment forms. This information is used to inform the evaluation of the setting.

Parents and carers are given relevant information about the setting on registration. They are also asked to complete registration documents which contain important information about the child, such as, dietary requirements, likes and dislikes, contact details, permission forms and identification of people permitted to collect.

Satisfactory procedures for recruiting new staff ensures the safety of the children. Prospective employees are interviewed by a panel of people, including the setting manager and two professionals from the Pre-School Learning Alliance. Successful applicants are not officially employed until references and Disclosure and Barring Service checks have been carried out. After this a six month probationary period is carried out. This ensures that staff are suitable to be working with children.

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 action. 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	EY459455
Local authority	Lincolnshire
Inspection number	911862
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	01522 575 745

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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