

Ashton Pre School

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

Inspection date	05/12/2013
Previous inspection date	11/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Staff have a calm, caring and polite manner, which sets a good example for children. They effectively promote children's self-esteem and confidence. Consequently, children behave well and are able to feel safe, confident and settled.
- Children develop good communication skills and a keen interest in literacy. This is because staff role model correct pronunciation of words and encourage children to act out familiar stories.
- Children are fully involved in preparing and serving of snack, which promotes confidence and self-esteem and teaches them about good hygiene.

It is not yet good because

- The key person role is not sufficiently established to effectively exchange information or to know if learning at pre-school complements the learning at home and at other settings. Children are not always learning to value their own cultures or those of others.
- The monitoring of staff performance is not fully effective and does not identify their individual needs or those of the pre-school. Therefore, staff knowledge and skills are not purposefully increased to promote the education and development of all children and quality is not consistent.
- Monitoring is not sufficient to identify that specific legal requirements are not fully met, which affects the consistency of record keeping and the quality of teaching 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
- 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 observed activities in the playroom.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, some staff and children during the observations.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Ashton Pre School was registered in 2010 on the Early Years Register. It is situated in a single-storey building in the grounds of a church in Ashton-on-Ribble in Preston, Lancashire. It is managed by a limited company. The pre-school serves the local area and is accessible to all children. It operates from a playroom and there is an enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, two at level 3 and one at level 2. The pre-school opens Monday to Friday from 8.45am to 11.45am and from 12.30pm to 3.30pm, term time only. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the role of the key person to build a stronger relationship with parents and other settings that children attend, to gain a fuller picture of children's abilities from when they start; and ensure parents are kept well informed about their child's progress and involved in the discussion of their child's progress at age two years
- ensure supervision and appraisal of staff identifies any training needs, secures opportunities for their development and enables them to share their best practice, in order to ensure quality is consistent
- monitor and evaluate practice more thoroughly, in order to ensure that specific legal requirements are fully met and to identify priorities for development. In particular, keep a record of the name, home address and telephone number of any person employed on the premises and evidence of their vetting, including the Disclosure and Barring Service check number and date of issue.

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

- increase awareness of the culture and home languages of children and look at ways to make greater use of these to raise children's awareness of similarities and differences in themselves and others.

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

Children confidently and easily help themselves to toys because these are kept in clearly labelled boxes. The range of toys provides opportunities for learning in all areas. Children initiate their own play and sometimes learn well from self-chosen experiences due to good staff interaction and support as they play alongside. Children develop their hand to eye coordination as they use tools, such as scissors and glue sticks, to cut out coloured paper and stick it on a collage. A wide range of technological toys develop children's coordination and understanding as they operate torches and use telescopes and cameras in their imaginative play. When teaching is high quality, children learn effectively. For example, they are encouraged to work together to think through solutions to problems, such as why the torch does not work. However, the quality of teaching is variable. Staff regularly observe, assess and record children's progress and generally, the plans for what children need to learn next are appropriate. However, much of the information is not effectively used on a daily basis. As a result, experiences are not always well matched to what children need to learn next. However, children are generally working within the typical

range of development expected for their age, including children with special educational needs and/or disabilities and those learning English as an additional language.

All children have the basic skills they need for school or their next stage of learning. Children develop good skills in their physical, personal, social and emotional development and in their communication and language development. Staff engage well with individual children, talking with them and supporting them to develop good speaking and listening skills. Staff introduce number and appropriate language, such as 'tall' and 'long' as children play, which purposefully develops their mathematical skills. They encourage children to compare the height of their tower with their own height. They demonstrate quite well how to measure a length of ribbon using the length of the table. Staff role model correct pronunciation to support the development of children's speaking skills. Staff successfully encourage children's interest in reading by encouraging them to act out familiar stories. They have found that this has particularly sparked boys' interest in reading, who now choose to look at books. Some books are written in dual languages and children talk about festivals from around the world. However, staff do not have full knowledge of the languages spoken in children's homes or sufficient information about cultural events celebrated by families. Therefore, these are not fully embraced to help children learn about similarities and differences between themselves and others. Nor do children hear the range of languages spoken by families, in order to recognise the skill to speak more than one.

The role of the key person is not sufficiently defined to support children and families when settling-in or to share ongoing information. Key persons are not identified until after the child has started and parents drop off and collect their children from the entrance area, which is the expected procedure. This lessens their opportunities to speak with their child's key person. Where information is exchanged verbally, it is mainly about children's care. Partnerships with parents are of mixed quality as they are not fully encouraged to provide information about their children's starting points on entry. Children's learning journals are available to parents and these, sometimes with written reports, are sent home for sharing. Some parents are better informed than others about their child's development. A positive system of sharing information is not established, as a result partnerships with other settings that children attend are also of mixed quality. For some children, it is not known whether the group complements the learning that takes place in other settings that children attend.

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

Children are happy and enjoy their time at the group as they learn to play together and socialise with each other. As a result, children are emotionally secure. Before starting, parents complete an 'all about me' booklet with written details about their child's health requirements, allergies and special dietary needs. This useful information is used well by staff to help children settle when they start attending. However, the key person for each child is not allocated until after the child has started, which means that this special person is not available to help the child become familiar with the setting or to build a relationship with their parents. The staff team is small, so children are always welcomed by a familiar face, although, not always their key person. Children know and comply with safety and

care routines. Nappy changing and toileting routines ensure children's individual needs are met. Some activities enable children to develop a good understanding of how to keep themselves safe. The road crossing warden visits to talk to children about how to cross roads safely. Staff make good use of opportunities to teach children about safety. For example, a child taking a doll for a walk in a buggy, is asked if the baby is strapped in safely.

Children are prepared fairly well for their move on to school. Children listen to stories about starting school. They develop self-help skills that will help them when they start school, for example, they manage personal hygiene routines well. Children are fully involved in the preparation and serving of snack, which promotes confidence and self-esteem. They wear aprons and hair nets, which teaches them good hygiene practice when dealing with food. Many children know to wash their hands before eating and do this without prompting. The snack menu provides children with a wide variety of healthy foods to taste because parents provide the food. For example, children try bread sticks with sesame seeds, eggs and different fruits. Staff sit with children and chat during snacks, which helps children understand that mealtimes are social occasions and helps them to gain an understanding of how good food fits in to a healthy lifestyle.

Children form warm relationships with caring staff. They develop confidence and self-esteem due to staff's effective use of praise. Children behave well and understand what is expected of them, as a result of the staff's consistent approach to managing behaviour. They play and learn, indoors and outdoors, in a safe and secure environment. Staff deployment is good and children are well supervised to keep them safe. Children experience fresh air in most weathers due to a newly landscaped outdoor area, which has a covered section to provide shade in hot weather and shelter in wet weather. In addition, the area provides permanent sand and water trays, painting area and a suitable surface for sit and ride toys. Large wooden planters newly built in the outdoor area are beginning to support children's awareness of healthy foods as they grow beans and tomatoes, wash and eat them.

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

Staff visually check that areas inside and outside are suitable, safe and clean for children before they arrive. This ensures that all areas are safely maintained. All the policies and procedures to support children's safety and welfare have recently been reviewed and updated in line with the requirements of the Early Years Foundation Stage. The use of mobile telephones and cameras is carefully restricted to protect children. The arrival of any visitor is carefully checked. The safeguarding children policy has been updated and is in line with the procedures of the Local Safeguarding Children Board. All staff have an awareness of the procedures to follow if concerned a child is being abused. Two staff are now trained to a higher level in safeguarding, so they are able to support staff to protect children. Most staff hold a current first aid certificate and can take appropriate action in case of an accident. Satisfactory recruitment and vetting procedures check staff's suitability to work with children. However, records are not consistently kept and as a result, some staff addresses and contact details are not readily available if required.

The manager and staff understand they have a responsibility to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. However, some of the statutory requirements are not fully met. This is a consequence of not evaluating against the framework. For instance, staff do not discuss with parents the most useful time to provide the written summary of their child's progress at age two years. Therefore, it is not always in time to inform the Healthy Child Programme health and development review. Since the last inspection, staff have made significant progress to develop some areas. For example, the outdoor area has been significantly improved, which has considerably improved opportunities for learning outdoors. To enhance safety, walkie-talkies have been bought, so one staff can take small groups outside and call for assistance if needed. The manager and staff have a willingness and eagerness to build on their strengths and weaker areas. However, their plans for improvement are based on what they would like to develop rather than sufficiently focused on identified priorities for improvement. As a result, some areas for development are missed and progress is steady but slow and does not benefit children as well as possible. Arrangements for the supervision and appraisal of staff are in place but are not strong enough to effectively monitor their performance. Staff may choose to attend training and on return, they share with each other what they have learnt, so all children benefit. For example, speech is now more clearly role modelled and strategies are in place for the further improvement of communication. Staff also benefit from personal learning, which helps to enhance their practice. For instance, one member of staff has achieved a recognised qualification. However, a training programme to meet their individual needs or those of the pre-school is not established.

Staff work well together to create an harmonious atmosphere in which children are happy. The range of staff knowledge and experience in planning is variable and this leads to inconsistency in the standard of teaching. This means that some staff, while very caring, do not extend children's learning as well as other staff. As a result, some children's progress is not as good as it could be due to a lack of challenge. There is a programme of activities, experiences and opportunities that help children make sound progress towards the early learning goals. Monitoring of assessments of children's learning and development is beginning to provide a broad overview of each child's skills, abilities and progress. Since the last inspection, attention has been given to addressing the recommendations raised. The required details for each child are now in place and one staff has the role of auditing the children's records to ensure this recording is maintained. The views of staff, parents and children are collected to provide an overview of the strengths and weaknesses of the setting. However, these views are not successfully used to improve the quality of the provision. Partnerships with parents make a sound contribution to supporting children's well-being, although, sharing of information about their learning is variable. Comments returned by parents on the pre-school's own survey questionnaires clearly indicate parents' keenness for better partnerships and more sharing of information about their children's learning and development. Partnerships with external agencies are in place to identify and meet children's needs, so that most children who need it receive appropriate interventions and support. Staff are beginning to work in partnership with others who share care of the children, so there is some continuity for their welfare needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY412718
Local authority	Lancashire
Inspection number	875491
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	29
Name of provider	Ashton Pre School
Date of previous inspection	11/01/2011
Telephone number	01772 769074

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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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