

# Avon Small Saints Pre-School

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

<b>Inspection date</b>	11/03/2014
Previous inspection date	26/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		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

- Children achieve well in their learning because teaching is good and children feel comfortable and secure.
- Staff encourage children's language and communication skills successfully through relaxed conversations as they play.
- Staff use snack time well to help children understand about healthy eating and develop their independence skills.

### It is not yet good because

- Management are not fully aware of their safeguarding responsibility to inform Ofsted of allegations made against staff.
- Staff do not always make additional resources easily available so children can use them to develop their ideas and interests.
- Staff do not always provide parents with details of children's activities and experiences at pre-school so they can reinforce learning at home and fully support their progression.

## 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 indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed feedback from the local authority and discussed self-evaluation processes.
- The inspector carried out a joint observation with the manager.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

Avon Small Saints Pre-School registered in 1987. It is managed by a voluntary committee. It operates from a self-contained building in the grounds of All Saints Primary School in Netheravon, Wiltshire. There is an area for outdoor play. 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 31 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school employs six members of staff; of these, three have qualifications at level 3 and one has an early years qualification at level 2.

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

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

- improve understanding of safeguarding procedures and the requirement to inform Ofsted of any allegations made against staff.

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

- resource play areas more imaginatively to fully extend children's curiosity and interest in the world around them and to use words and numbers practically in their play
- develop further the information shared with parents so they are aware of the next steps in their children's learning and can fully support their learning at home and in the setting.

## Inspection judgements

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

Children enjoy a wide range of activities that respond to their interests and include all areas of learning. For example, staff notice children are talking and singing about the song 'Ten green bottles hanging on the wall'. This prompts a discussion with the children about other songs they like. Staff use these songs as a basis to introduce a variety of planned activities to encourage learning in all areas. Children explore how things change and examine textures when making jelly and singing 'Jelly on a plate'. They make boats and

sing 'Row, row, row your boat'. This helps them develop their craft skills and scientific understanding of floating and sinking. Staff introduce numbers and counting when playing 'What's the time Mr Wolf?' Staff introduce planned activities in small groups which helps children learn to take turns, share and listen to one another. Children thoroughly enjoy singing about Miss Polly visiting the doctor, taking turns to be the doctor and pretending to write the prescription. Consequently, children develop their knowledge and a range of skills during practical activities that they enjoy.

Overall, staff encourage children's learning well. Staff join in and use relaxed conversations to encourage children to talk about what they are doing and extend their thinking. Staff incorporate mathematical concepts easily as they encourage to count and measure. They encourage children to identify shapes when making a puzzle and count how many sides on the square. Staff praise children when they play the musical instruments outside and share the see saw with another child. This boosts their confidence and encourages them to do it again. This is particularly beneficial when children struggle with making friends with others. Children find worms in the garden and decide they are going to make a stew for them. They collect grass and mix it in a saucepan before sharing out plates and serving the stew. Children play enthusiastically together demonstrating good cooperation as they chatter and work with one another.

Children thoroughly enjoy playing in the fresh air and spend a lot of time in the outdoors. However, there are not many resources available in the garden to fully support children's emerging interests; for example, charts to record how many worms they find or magnifying glasses to examine them more closely. There are boards for making marks but no pens or chalks for them to use. There are some posters and labelling indoors. This encourages children's familiarity with words, letters and numbers. However, there are none outdoors so that children can use them during practical situations as they play and to reinforce that signs have meaning. Staff have attended letters and sounds training and regularly introduce planned activities to encourage children's listening skills and awareness of letters. This helps prepare them for reading and writing when they go to school. Many children recognise their names and some are beginning to form letters.

Staff monitor the progress children are making and discuss this at staff meetings so they are well prepared to support their individual learning. There are clear procedures for completing progress checks when children are aged between two and three years. Staff identify any concerns and share this information with parents. Staff work closely with parents and other professionals, such as speech and language therapists. They work together to develop strategies of support to help children progress well in readiness for the next stage in their learning.

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

Children arrive confidently and quickly settle when they arrive at pre-school. Staff are ready to greet children and parents and reassure children who are unsure. Each child is allocated a key person. Their role is to focus on making sure children's individual needs are met and their learning is promoted. Staff spend time working with their key children in

small groups. This helps children build strong relationships with staff and feel secure. The pre-school is in the school grounds. Staff forge links with teachers and introduce some regular routines to help prepare children for the move to school. For example, children open their lunch boxes and learn to organise themselves when staying for lunch. They participate in small group activities where they learn to listen and concentrate on a particular activity. Staff provide children with clear boundaries which helps them understand what is expected. The frequent praise and encouragement they receive reinforces their understanding and helps them behave well.

Management and staff ensure the premises are safe and secure for children to use. Overall, staff supervise children well and make sure they are ready to provide children with the support they need. For example, they help them with their personal care and toileting needs. They help children dress themselves and remind them to wash their hands after using the toilet if they forget. However, children's welfare is compromised because management are not aware of the requirement to inform Ofsted if an allegation is made against a member of staff. This means Ofsted are unable to complete their own investigation to ensure children's welfare is appropriately safeguarded.

Children enjoy a healthy lifestyle at the pre-school. They play outdoors daily and develop a range of physical skills as they manoeuvre wheeled toys around and learn to pedal. They gain control over their bodies as they climb and slide, Children carefully use a range of tools in the sand. These activities help children gain control over their hands and fingers. This helps prepare them for later writing when they go to school. The cafe-style snack works well. Children decide when they are hungry and thirsty. They sit sociably together and enjoy a variety of healthy options. They take it in turns to be the daily helper. They choose what fruit or snack they would like and then help prepare it. Consequently, children learn to make healthy choices, serve themselves and pour their own drinks. Overall, there are plenty of resources to support children's all round development. However, staff do not always make sure there are additional resources outdoors to fully extend children's interests and ideas as they arise. Children's independence is encouraged with the provision of low-level storage units indoors. This allows children to make choices and select their own toys and equipment.

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

Overall, management and staff have a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. The pre-school is well organised and, generally, management and staff implement the policies and procedures effectively. Management and staff use effective risk assessments and daily check to monitor the safety of the premises. In addition, staff are vigilant in their supervision of children. Management implement robust recruitment and employment procedures. This helps them ensure staff are suitable to work with children and they understand their roles and responsibilities. Management have a clear understanding of child protection issues. They understand what to do if they have concerns about a child in their care and the

procedures they need to follow. This includes working with the local authority and following their guidance to investigate concerns when an allegation is made against a member of staff. However, the inspection identified a historic incident when the provider did not notify Ofsted, which is a breach of this legal requirement. Consequently, Ofsted was unable to ensure that the provider had taken appropriate action to investigate the allegation. During the inspection management failed to demonstrate they now have a clear understanding of their safeguarding responsibility to inform Ofsted appropriately of allegations made against staff.

This inspection took place following a concern raised with Ofsted that children's learning is not being promoted effectively and activities are not sufficiently stimulating. The inspection found that children make good progress in their learning. Overall, staff monitor children's learning well and plan a wide variety of activities that follow their interests. Consequently, staff prepare children well for the move to school. Children are confident and motivated learners with good levels of independence. In addition, staff work closely with other agencies and parents so they can provide effective support for individual children. This helps them develop appropriate strategies to meet their particular needs. For example, to help children behave well and encourage their speech and language.

Since the last inspection, management and staff have made some progress with the recommendations raised. For example, they set up an area indoors with a range of objects and natural materials for children to explore so they can learn more about the world around them. Management and staff liaise with local authority advisors, review their practice and identify areas to develop, such as a mud kitchen and growing area outdoors. Management support the professional development of staff through staff training and annual appraisals. They are currently developing arrangements to help review practice further and update the pre-school's policies and procedures.

Management and staff forge positive relationships with parents. Most parents feel well informed about the pre-school and the care and learning their children receive. They comment on how settled their children are and how much they like attending. They appreciate the opportunity to talk about their child at parents' meetings and view their progress records whenever they want to. Some parents would like more information about children's daily experiences so they know what they have been doing and can talk about activities at home. Management are currently producing an informative handout for parents. This includes detailed information about the learning and development requirements and how staff encourage play and learning at pre-school.

## 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

<b>Unique reference number</b>	EY338057
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	953068
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Avon Small Saints Pre-School Committee
<b>Date of previous inspection</b>	26/02/2013
<b>Telephone number</b>	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, 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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