

# Ashton Keynes Pre-School

Ashton Keynes Village Hall, Park Place, Ashton Keynes, Swindon, Wiltshire, SN6 6NT



**Inspection date** 5 January 2017  
Previous inspection date 9 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leader and staff know children's individual interests well. They plan a wide range of stimulating activities and experiences, and children are eager to explore and learn. All children make good progress from their initial starting points.
- The leader and staff are good role models for children. They help children to manage their behaviour and they routinely offer praise for acts of kindness. Children happily share and show tolerance and respect for one another.
- Partnerships with parents are good. The leader and staff ensure that parents are fully informed about all aspects of children's learning, and how to support this at home. Parents speak highly of the staff team and the care that their children receive.
- The leader and the provider regularly review all aspects of the pre-school. They identify strengths and areas for further development. The leader has addressed the recommendations from the last inspection, to help maintain children's good outcomes.

### It is not yet outstanding because:

- Sometimes, staff are too eager to provide answers to questions before giving children sufficient time to respond or to share their own ideas and experiences.
- At times, staff do not recognise some opportunities to help children develop further their independence skills and manage some age-appropriate tasks for themselves.

## What the setting needs to do to improve further

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

- extend opportunities for children to share their own knowledge and ideas, and allow them more time to respond and answer questions
- make more consistent use of opportunities to encourage children's emerging independence to the best possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider and the leader.
- The inspector completed a joint observation with the pre-school leader.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from parents' written feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The leader and staff have a good understanding of current safeguarding legislation and the procedure to follow should they have any concerns about a child's welfare. Rigorous recruitment, induction and monitoring procedures help ensure all staff are suitable. The leader regularly monitors and tracks children's ongoing progress. She uses her findings to help plan interventions and close any gaps in learning. The leader has high expectations of her staff. For example, she monitors the impact of their teaching closely and supports improved practice through appraisals, team meetings and supervisions. The leader and staff are qualified and experienced. They attend a range of development opportunities to help extend their professional knowledge. For example, staff confidently discuss the impact that conflict resolution training has on their practice and on children's outcomes. The leader has established links with other professionals to help ensure continuity in care.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of their key children and use their frequent observations and assessments to help plan for each individual child's next steps in learning. Overall, staff support children's language and communication development well. For example, they encourage children to communicate and they introduce new words, such as 'evaporate' and 'formation'. Staff support children to develop their early writing skills well. For example, children help themselves to pens and pencils, and some identify letter sounds and write their names independently. Children test out their early design skills. For example, they make a moustache and candles out of clay. Staff help children to investigate different textures. For example, children explore, leaves and pine cones and show surprise and wonder as they manipulate flour with their hands.

### Personal development, behaviour and welfare are good

Staff actively support children's emotional well-being. For example, they support children to settle quickly and develop a strong sense of belonging. Staff encourage children's understanding of healthy lifestyles. For example, together they discuss healthy food groups at mealtimes. Children are physically active and are encouraged to assess risks during their daily outdoor play. They learn about people and communities as they acknowledge various festivals, such as Christmas and Diwali, throughout the year.

### Outcomes for children are good

All children are confident and sociable learners who make good progress in readiness for school. Children develop their early mathematical skills well. For example, they count and sort objects, and use mathematical language as they play. They match a range of three-dimensional shapes and show a sense of pride when they complete this for themselves.

## Setting details

<b>Unique reference number</b>	199416
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1068578
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Ashton Keynes Pre-School Committee
<b>Registered person unique reference number</b>	RP520493
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	01285 869433

Ashton Keynes Pre-School registered in 1992. It operates from the village hall in Ashton Keynes, near Swindon. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm on Monday to Thursday and from 9am until 1pm on Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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