



## All Saints Preschool

Inspection report for early years provision

<b>Unique Reference Number</b>	311830
<b>Inspection date</b>	06 November 2006
<b>Inspector</b>	Lynne Pope
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<b>Registered person</b>	All Saints Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

The All Saints Pre-School is run by a committee. It opened in 1997 and operates from All Saints Church Hall in the Lobley Hill area of Gateshead. A maximum of 24 children may attend the pre-school from 09.15 until 11.45 during school term time.

There are currently 23 children aged from two and a half to three years on roll. Of these, no children are currently receiving funding for early education. Children come from a wide catchment area.

The pre-school employs four staff. All staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have access to a clean, well maintained environment. They understand good hygiene practises as they independently wash their hands after using play dough or doing a craft activity. They follow good routines when using the bathroom. They are kept safe from the spread of infection by an effective sickness policy being in place. Appropriate consents and records are in place for the administration of medication and recording accidents. Numerous opportunities are offered to children for physical activity. An area is sectioned off in the main room giving them space to ride bicycles or use the climbing frame and slide. They take part in music to movement sessions each day where they learn to manage their bodies as they tip toe, march and gallop to the music. Outdoors they ride bicycles, practise skills with bats and balls and dig in the sand tray. This helps children to understand that physical exercise helps them to stay healthy.

Children enjoy the positive experience of sitting together for snacks and chatting to each other about what they have been doing. They learn to share as the fruit plate is brought round to each child to select from. However, children also have a biscuit at snack time which does not support nutritious and well-balanced snacks. Drinks are offered at snack time; however, children do not have the opportunity to have a drink during the rest of the session.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have access to a well organised environment. The rooms are made welcoming with displays of children's art work, giving them ownership of the environment. The indoor space is organised effectively, enabling children to explore and take risks while being supervised. Children use an extensive range of safe, well maintained toys and equipment suitable to the age and stage of their development. They support children's play well. For example, the large selection of art and craft resources enables children to make their own selections. They particularly enjoy painting, playing with play dough and doing gluing activities. Resources are stored at child height developing children's independence.

Children are cared for in a very secure environment and are well protected by the procedures in place. All visitors to the building are monitored. Regular fire drills are carried out with the children so that they are aware of the routine. They learn the importance of being safe as outside visitors come in and talk to them about road safety. Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and settled. Good procedures help new children to settle in. They build good relationships with staff and

peers. Their self-esteem is well developed as they receive regular praise for their efforts. The room is divided into areas of play with resources available at child height. This enables children to make their own choices about what they would like to do. For example, they use their imagination well as they use construction materials to make a birthday cake and then sing happy birthday. They particularly enjoy dressing up and looking at themselves in the mirror. Children are becoming confident as they use number and colour in every day activities. Staff currently plan for the whole group using the Foundation Stage guidance. This is too advanced for the younger children which results in them not being able to reach their full potential.

## Nursery Education

The quality of teaching and learning is satisfactory. There are currently no children receiving funding for education. All staff have received training for the Foundation Stage which gives them a satisfactory knowledge. Previous and future plans were viewed which showed that equal emphasis has not been given to all areas of learning. In particular, emphasis has not been given to writing and physical experiences in planned and everyday activities. Evidence of assessment of children's progress is not very clear. Records show that short observations are made of individual children in a daily diary. However, this not clear as to how children's progress over the year is assessed. Short term plans do not reflect the ongoing observations for individual children to consolidate their learning or apply things just learned.

The staff indicate that children that attend for education sessions will have access to a range of activities. Written plans show that children will be given opportunities to enjoy self chosen tasks and to feel safe and secure and to learn to manage their own behaviour. Their communication, language and literature will be encouraged through singing, group times and story. A paint easel is out during the session to encourage children to paint giving meaning to their marks. Pencils and felt tips are available in the craft area; however, further development is not reflected in written plans, such as having pencils available in all areas. Staff demonstrate how number and colour are used in everyday activities, as they encourage the children that attend for care. A wealth of resources encourages children to increase their knowledge of the natural world. They are able to observe birds at the table through the window. Pictures on the wall help them to identify them. Planning shows children having opportunities to use craft materials in a variety of ways and to use information technology equipment, such as the computer or programmable toys. Through discussion with staff, they identify that children have access to movement to music tapes and physical play, both indoors and outdoors. However, written plans do not reflect this or what the expected outcome is of these activities.

## Helping children make a positive contribution

The provision is good.

Children develop a positive attitude towards others and gain a good understanding about the wider world through resources, activities and visits from people in the community. Staff are calm and consistent in their approach to behaviour management. They use timely interventions where they use distraction or clear instruction which protects the child. Positive behaviour is encouraged through praise, which develops children's self-esteem and confidence. New children have quickly adapted to the environment, showing a sense of belonging and settling well. This positive approach fosters children's spiritual, moral, social and cultural development. Young

children benefit from a two-way sharing of information between staff and parents which enhances their learning. Positive feedback is received from parents about the staff and service provided. There is a written complaints procedure in place; however, it has not been updated in line with changes to legislation in October 2005 to keep parent's informed of their rights and protect children's safety.

Partnership with parents of children that attend funded sessions is satisfactory. Staff state that daily discussions are held with parent's to keep them informed. They are invited to attend a yearly parent's evening where they discuss their child's development and receive a written report on their progress.

### **Organisation**

The organisation is good.

Overall, the provision meets the needs of the children that attend.

Organisation of the premises is good, allowing children to select their own resources and take part safely. A good balance is maintained between physical exercise and rest periods. The required policies and procedures are in place which supports the care of the children. However, the complaints procedure is not in line with changes in legislation from October 2005. All records are kept up to date; however, the daily attendance record does not record children's times of arrival and departure to ensure that it is an accurate record. Staff enhance their skills through access to relevant training and appropriate support, such as first aid, food hygiene and child protection. In practise they work towards keeping children healthy and safeguard their welfare.

The leadership and management is satisfactory. Staff work well together as a team. They have identified areas of weaknesses in their planning and delivery for the setting as a whole. They have actively sought advice and training from outside practitioners. They are currently receiving training for planning. Long term and short term plans are in place. However, they do not give equal emphasis to all areas of learning. Short term plans are not based on ongoing observations of children's development to help them move forward.

### **Improvements since the last inspection**

At the previous inspection, recommendations were raised regarding devising an operational plan and developing procedures to ensure that an appropriately qualified member of staff in first aid is present at each session. An operational plan is place that informs staff, parents and visitors of the procedures to follow. All staff are qualified in first aid; therefore, ensuring the welfare of the children is met.

At the previous inspection for funded education, the following points of consideration were raised; that the short term planning and assessment be improved, and that it should clearly show and assist with children's individual progress and learning in relation to the early learning goals. Records show that staff have met to discuss this. Children have been assigned key workers and the daily diary records observations of children. No further evidence is available to show children's individual progress and learning. This has been carried forward at this inspection.

That the curriculum for mathematics be extended, especially in the areas of calculation. Plans show that activities that have been carried out with children have increased their opportunity for calculation. New materials and resources have been purchased to support this.

A recommendation and a point of consideration were raised regarding keeping parents fully informed about their child's care, achievements and progress. Parents have the opportunity to attend an annual meeting where they receive a written report and feedback on their child's development.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop snack time so that it reflects healthy eating in all aspects and ensure that fresh drinking water is available at all times
- develop planning for children under the age of three years to address their age and stage of development
- update the written complaints procedure to be in line with changes to legislation from October 2005, so that parents are aware of timescales when making a written complaint and that they can enquire if there have been any complaints raised
- develop the record of children's attendance further to identify children's times of arrival and departure.

## **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop plans so that they reflect clear learning intentions for individual or groups of children informed by observations and based on the stepping stones
- develop the yearly plan to reflect equal emphasis to all areas of learning, in particular that children have access to writing opportunities and physical activities in planned and every day activities and the expected outcomes for children.

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