



## All Saints Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	108422
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Hazel Farrant
<b>Setting Address</b>	All Saints Church Hall, All Saints Church, London Road, Ascot, Berkshire, SL5 8DH
<b>Telephone number</b>	01344 291162
<b>E-mail</b>	
<b>Registered person</b>	All Saints Pre-School
<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 good.

### WHAT SORT OF SETTING IS IT?

All Saints Pre-school opened in 1992 and operates from the All Saints Church hall in Ascot. The group has use of the large hall and a grassed area, which can be used for outdoor play.

The pre-school is committee run and serves the local community and opens five mornings a week 09.30 to 12.15 term-time only. They are closed for one week in June during the Royal Ascot race meeting.

There are currently 20 children on roll. This includes 17 three and four-year-olds who are in receipt of funding. The group supports children with learning difficulties and disabilities and those who speak English as an additional language.

There are five staff who work with the children, three staff have early year's qualifications. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. They play and learn in a clean environment and have a good understanding of health and hygiene practices. Children have a clear understanding that they must wash their hands 'to wash the germs off so they do not get tummy ache' They receive appropriate care if they have an accident or require medication and staff maintain all necessary documentation to share with parents. For example, parents sign accident reports. Children learn the importance of a healthy diet through planned topic work and discussion at snack time. They enjoy healthy snacks of different types of fruit, vegetables, cheese and bread sticks. Children pour themselves a drink of water whenever they need it during the session. Their individual dietary needs are met as parents share relevant information with staff.

Children thoroughly enjoy daily physical exercise that contributes to keeping them healthy. Outdoors they have opportunities to use a range of apparatus including wheeled toys, bats and balls. Indoors they enthusiastically involve themselves in kicking soft footballs into a goalmouth, balancing on stepping-stones and peddling tricycles. They show a very good awareness of space and others as they move around, manoeuvring carefully round each other. They move freely and safely around the setting. Children learn the correct way to carry objects. They carefully carry chairs and place them at the table ready for snack time. They have excellent opportunities to develop their fine motor control as they skilfully use a range of tools and equipment during sessions.

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

The provision is satisfactory.

The staff greet children and parents into the pre-school warmly. The setting is light, bright and clean with displays of children's artwork on the walls which gives them a sense of ownership and belonging.

Risk assessments are carried out daily on all areas used by the children to ensure their safety. The door to the pre-school is kept locked during the session, visitors ring on the doorbell for attention. However, the kitchen door is not always secured and not all low electrical sockets are made inaccessible to children. Children are not fully protected from hot water taps and radiators therefore, their safety is compromised. Children practise the emergency evacuation procedure so that they know what to do in the event of a real situation. Children, staff and visitors attendance is recorded appropriately.

The pre-school is well equipped with appropriate furniture and resources that are safe, clean and well maintained. The hall can be divided into separate areas by the use of folding doors. This allows staff to make flexible arrangements within the room, particularly during indoor

physical play sessions, when children are using a variety of equipment. Children move confidently around the room, making their own choices from the toys available. Space is well organised and used effectively to allow children opportunities to actively engage in floor or table activities, as well as enjoying time to relax and share books in a comfortable area.

Children in the setting are safeguarded because staff have a clear knowledge and understanding of the possible signs and symptoms of child abuse and the reporting procedures to follow for child protection.

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

The provision is good.

Children settle very well at the pre-school where they receive good quality care. They separate happily from their parents and carers as they arrive and immediately venture off to engage in activities that are already set out. Children demonstrate good independence skills as they pour their own drinks, attend to personal hygiene and select and tidy away resources. Staff provide good support and children are able to complete self-chosen tasks in their own time. For example, children spend long periods of time painting at the easel, completely absorbed in the activity. Children enjoy the balance of activities available to them, which helps them progress in all areas of development and spend their time purposefully. For example, they sit and draw, write their names, role-play, look at books and play with small world resources. They have good relationships with staff and each other and have fun playing and learning together.

### **Nursery Education**

The quality of teaching and learning is good. Staff incorporate the Foundation Stage well to develop children's learning. Staff make regular observations of what children can do. They use this information to chart children's progress along the stepping-stones and to plan their next target. Planning covers all areas of learning and staff understand how activities link to the early learning goals. Staff evaluate the activities but do not record information meaningfully to inform future planning.

Children are confident in the pre-school environment. They leave their main carers with ease and approach visitors to ask them what they are doing. Children's own work is well displayed and labelled around the room developing a sense of self-worth. Children have good opportunities to make marks. They freely access writing materials to take down phone call messages whilst pretending to be police officers. They draw round stencils and draw pictures of themselves for their warrant cards as part of their current topic 'The Police'. Many children can write correctly formed letters. Children recognise the initial sound of their first names and some confidently link sounds to letters.

Children count as part of the daily routines and planned activities. Many children count to 10 and beyond. Staff provide effective support to increase children's awareness of simple calculation. For example, children count the number of children needed to sing 'Five Hungry Penguins'. They know that four plus one equals five and ensure the correct children stand in line ready to sing. There is an interesting range of resources to support maths activities such as sorting, making pairs and sequencing.

Children have opportunities to show interest in the natural world, they grow sunflowers and talk about the weather outside. Children select building resources for themselves. They work together to decide on the design and persevere making their models. Children have access to some resources, to extend their knowledge of ICT such as 'cause and effect' toys. However, they have few opportunities with regard to every day technology and resources to promote exploration and investigation skills.

### **Helping children make a positive contribution**

The provision is good.

Children learn about the local community and wider world through planned activities including celebrating festivals and activities related to different countries. The nursery invites people to talk to the children about their occupations. For example, a bricklayer came to talk to the children during their 'house building' topic. Children learn about caring for their teeth and understand that 'milk teeth' fall out to make way for adult teeth. Staff treat all children with equal concern and there are effective procedures in place for children with learning difficulties and disabilities although none currently attend. Spiritual, moral, social and cultural development is fostered.

Children behave well and understand responsible behaviour, such as 'excuse me' if they wish to interrupt when staff are talking. They receive consistent praise and encouragement from staff for their efforts and achievements, which builds on their self-esteem and confidence. Any disputes are resolved amicably. Staff manage children's behaviour very well and know how to defuse challenging situations.

The partnership with parents is good. Parents receive detailed information about the setting and a copy of the policies and procedures are available to them at all times. They have formal and informal opportunities to discuss their child's routines and progress with their child's keyworker, this promotes continuity of care. The group operate an open-door policy and children benefit from an effective partnership with parents through joining the parent helper rota. This gives parents the opportunity to see the pre-school set up and find out how children learn through fun activities. This also fosters a close working relationship between the setting and home. The complaints policy and details of the regulator are available should parents have a concern. This promotes the welfare of children. Parents state they are very happy with the care their children receive.

### **Organisation**

The organisation is satisfactory.

Children are cared for in a well-organised environment where good support from staff enables them to feel secure. All required records are in place and there are effective recruitment and vetting procedures to safeguard children. Staff have a clear understanding of their roles and follow the detailed policies of the setting. This contributes to the wellbeing of children. The manager holds a level three qualification and ensures her staff have opportunities for updating their knowledge by attending training course. A plan is being devised to ensure the deputy

holds a relevant qualification to her position so that she may manage the pre-school in the manager's absence.

Leadership and management is good. The manager is actively involved in the planning of the curriculum. She monitors the effectiveness of the education programme and quality of teaching through working in the setting, staff meetings and the appraisal system. As a result, the weaknesses of the setting are accurately identified and action taken to address these. For example, the manager is looking at ways to increase the opportunities children have to use ICT. Plans are in place also to ensure children have access to promote exploration and investigation skills.

Overall, the setting meets the needs of the range of children for whom it provides.

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

Since the last inspection, children now benefit from a good range of self-select opportunities and activities that provide challenge to children. Behaviour management is understood and implemented effectively by staff.

Staff have good working knowledge of the early learning goals and extend activities appropriately. Children now benefit from learning about shapes and practise pre-reading and pre-writing skills through everyday activities.

Some progress has been made towards providing more opportunities for children to use everyday technology and to develop their investigation and exploratory skills. However, this is still an area to further develop to ensure children's understanding in this area is promoted fully. The group have plans in place to ensure this is addressed.

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

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 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.

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

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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):

- ensure daily risk assessment is used effectively to minimise hazards to children
- devise an action plan to ensure that staff hold qualifications relevant to the position they hold

### **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):

- ensure activities are meaningfully evaluated so that the planning cycle is fully effective in respect of children's learning
- provide more opportunities for children to use everyday technology and to develop their investigation and exploratory skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)