



Allsorts Pre-School

Inspection report for early years provision

Unique Reference Number	133712
Inspection date	24 January 2007
Inspector	Rosemary Davies
Setting Address	Brightwell C of E Primary School, Brightwell-cum-Sotwell, Wallingford, Oxfordshire, OX10 0QH
Telephone number	01491 826387
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Registered person	Allsorts Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Allsorts Pre-School has been operating for 34 years. It moved into purpose-designed premises in 2006. It is located in the grounds of Brightwell-cum-Sotwell Primary School, within a mile of the town of Wallingford, Oxfordshire. Children use a playroom and associated facilities, together with regular use of some of the adjacent school's premises and grounds. The pre-school has its own secure area for outdoor play, with varying surfaces. The pre-school is managed by a voluntary committee made up of parents whose children attend the pre-school. It serves the rural village of Brightwell-cum-Sotwell and surrounding area.

The pre-school is registered for a maximum of 20 children. Currently, there are 30 on roll aged from two to under five years, of whom 19 receive funding for nursery education. Children attend for a variety of sessions. The pre-school opens for five week days during school terms, from 09.00 to 11.45. A lunch club operates from 11.45 until 12.55 on Mondays to Thursdays.

Afternoon sessions run from 13.00 until 15.15 on Tuesdays and Wednesdays. The pre-school supports children with learning difficulties and physical disabilities and those learning English as an additional language.

The pre-school employs six staff of whom four have appropriate early years qualifications at level 3 or above. Regular support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the fundamentals of good hygiene practice, well in this pre-school. They use new, purpose-designed, low level cloakroom facilities. These help children become independent quickly in their personal hygiene, as they can easily reach wash basins, soap dispensers and paper towels. Children learn too, how to take care of themselves, such as in cold weather, knowing they wear extra clothing to keep warm. Children use a clean play environment, with the toilet area being particularly well kept. Staff help prevent the spread of illnesses by keeping parents informed about cases of infectious illnesses, such as chickenpox. Staff take training in first aid and care for children appropriately, should they become unwell.

Children learn about healthy living. They bring packed snacks from home to sustain them during the pre-school morning. Staff encourage parents and carers to provide healthy options. Staff sit with children to help them learn what foods are good for them. Children bring drinks from home too. Staff provide water willingly, if children wish an extra drink during the morning. Children cannot help themselves to fresh drinking water, however, and younger or less confident children may not necessarily drink what they need as a result. Children's individual dietary needs are catered for well, with staff making sure that children with allergies have appropriate food and drink.

Children enjoy daily fresh air, whatever the weather. They develop their physical skills well. They learn to 'warm up' their bodies before exercising. They move around in different ways, develop their sense of space and use suitably challenging apparatus for climbing and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use secure, purpose-built premises. These are bright and welcoming for both children and their parents. Facilities for those with physical disabilities are included. Children play in a suitably laid out playroom. They benefit from ready access to the outdoor area and from using some of the adjacent school's facilities. They use high quality, well maintained resources, many of which are new. Staff do not yet make good use of the storage facilities, which are disorganised, making it difficult to locate resources easily.

Children play in safety, with staff supervising them closely at all times. Staff follow daily procedures carefully to make sure the indoor and outdoor environments are safe for children to use. They keep children safe when leaving the building to visit the school. They conduct

accurate 'headcounts' and take the 'evacuation box' with them, which contains such items as a first aid kit and the register. Children learn to keep themselves safe too, knowing they must walk when going over to the school. Thorough risk assessments are carried out for all outings. Excellent fire prevention procedures are in place and children practise the emergency evacuation procedure regularly.

Staff fully understand their responsibilities for safeguarding children. Senior staff have particularly detailed knowledge of child protection and the procedures to be followed, with the result that children are very well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their play-based activities. They learn through using all their senses, readily moving around the playroom and making their own decisions about what to do. Those who have just started are helped to settle, with good support from the staff. Staff make good use of the 'Birth to three matters' framework to provide a stimulating range of resources and experiences. These suit the ages and abilities of all children in the pre-school. Children quickly become familiar with daily routines and know what is expected of them. Sometimes, however, children are unsure where to put their creations when completed, such as paintings, and this inhibits their emerging independence. Nevertheless, children develop their self-esteem very well because staff value what they do and say. They receive good support from attentive adults. Staff organise sessions effectively so that children's care needs are met.

Nursery Education

The quality of teaching and learning is good. Staff have a firm understanding of the Foundation Stage of children's education. As a result, children make good progress towards the early learning goals in all areas of learning. Children enter the pre-school eagerly and happily settle to their own choice of play activity. Staff plan activities well, so that children can experience new ideas from a variety of starting points and so make connections across their learning. Children learn about wild animals as part of a topic, for example, and hear stories, sing rhymes, engage in pretend play and use puzzles all centred on these.

Children participate readily when in a group altogether, being confident to speak out and contribute their own ideas. The favourable adult to child ratio allows for much individual attention. This supports children well in developing their conversation skills, including those learning English as an additional language and those who have learning disabilities. Children gain good pre-reading skills. They show evident enjoyment in clearly read stories, listening carefully.

Well-chosen topics help them learn about the world around them. These also develop children's vocabularies and spark their interest, so that they thoroughly enjoy engaging in pretend play. Staff support this well, creating a 'safari jeep' in which children pretend to drive through the jungle spotting different animals. Children make 'binoculars' to take with them. This is owing to one child's suggestion, with staff being adept at following the children's lead and thus extending their learning. Staff do not always seize opportunities to promote children's early

mark-making skills, however, or fully encourage these in the daily routines. The unit containing the mark-making implements, for example, is somewhat uninviting and disorganised, making it difficult for children to know where items belong. Despite this, children show they have an effective pencil grip and some begin to form recognisable letters.

Children develop an early understanding of mathematics in practical ways, which are meaningful to them. Staff integrate mathematics successfully across activities and into routines. Children count the number of grown-ups present, for example, developing early ideas of calculation as they 'add one more'. They gain an understanding of shape through making circular 'wheels' for the 'jeep'.

Staff make regular, first-hand observations of children's learning. They evaluate activities effectively, making careful notes of children's learning. As a result, they know children well, assess them accurately and plan their future learning effectively.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents is outstanding. It contributes significantly to the good quality care and education provided in this pre-school. Children benefit from staff and parents communicating openly and effectively. All parents and carers, including those learning English, receive an excellent range of information about the pre-school. They are very much encouraged to become active in the life of the pre-school and to support their children's learning. Regular informal conversations, together with more formal parents' evenings, mean parents can be fully aware of their children's progress.

The pre-school is very much part of its community. There are strong links with local organisations, such as the village Women's Institute, which is contributing to the new garden area. Many children move on to the village school. This transition is helped by regular visits and the positive relationship between the two provisions.

Children's behaviour is excellent. Staff take a consistent approach. All adopt a positive attitude, implementing the pre-school's Behaviour Policy effectively. Children receive clear instructions and directions, understanding how sessions run. They settle quickly, becoming happily absorbed in their experiences and playing purposefully.

Warm, caring relationships exist throughout the pre-school. Older children are actively encouraged to care for younger ones and newcomers. All, including volunteers, are valued in this small, friendly pre-school. Staff know the children extremely well and provide high levels of individual support for all. This includes children with learning difficulties and physical disabilities, together with children learning English as an additional language. Children play in a room surrounded by positive images of diversity. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The committee provides excellent support to the manager. They oversee effective procedures for the appointment of new staff. Children are cared for by persons who are cleared to work with children. Suitable induction and appraisal systems are in place. Staff understand their roles and responsibilities. Training needs are identified and addressed. Strong emphasis is placed on training and qualifications, so children are cared for by staff who understand the National Standards and various guidance documents.

The manager and committee chairperson work together effectively, understanding their separate roles. They keep Ofsted informed of significant changes to the pre-school, such as the provision of a new building. All legally required records are kept; documentation is stored securely. All required policies and procedures for the smooth and effective running of the pre-school are in place and reviewed regularly. There is no system in place to ensure the pre-school keeps abreast of new legislation. The complaints procedure is suitable but the senior management team is uncertain as to how long the complaints log must be kept. Parents are not given the current address details for the regulator, Ofsted, should they need them. Staff evaluate their practice effectively through use of a quality assurance scheme. The pre-school meets the needs of the range of children for whom it provides.

The leadership and management of nursery education are good. The manager provides clear leadership to the staff team. All show an evident desire to improve the nursery education offered to the children. They plan a stimulating programme of activities that includes all children and helps them make progress. Staff are deployed well. They prepare the playroom for the children's arrival and cover the various activities effectively. They evaluate their practice well. Not all aspects of the stepping stones to the early learning goals are monitored sufficiently closely. This means that children's slower progress in becoming independent learners is not picked up. There is a clear and shared vision for the future development of the pre-school. Allsorts Pre-school is an asset to its community.

Improvements since the last inspection

Following the last care inspection, the pre-school was required to address two recommendations. These related to the management of children's behaviour and to the provision of appropriate documentation to ensure the efficient day to day management of the pre-school. After the last inspection for nursery education, there were two key issues to be addressed. These related to developing children's pre-reading skills and their use of musical instruments.

Staff have taken training in behaviour management. They now take a consistent approach with the result that children's behaviour is now excellent. Children engage in a wide range of activities to develop their pre-reading skills, such as hearing stories with rhyming words, learning rhymes and hearing letter sounds of their names. They now use a wide range of musical instruments regularly. All required documentation, policies and procedures are in place.

As a result of these improvements, children's behaviour has improved notably; their progress across all areas of learning is good and the pre-school is managed effectively.

Complaints since the last inspection

Since the 1 April 2004 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.

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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 an effective system is in place to keep abreast of new legislation
- further promote children's independence as learners and ensure storage areas are effectively organised (also applies to nursery education)

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):

- further encourage children to use their emerging mark-making skills in the daily routines.

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