

All Saints Pre-School

Inspection report for early years provision

Unique Reference Number	109925
Inspection date	21 May 2007
Inspector	Hazel Stuart-Buddery
Setting Address	Church Hall, Chapel Lane, Cove, Farnborough, Hampshire, GU14 9BL
Telephone number	07940 149747 or 01252 518194
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Registered person	All Saints 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

All Saints Pre-school is a committee run group and was first established approximately 26 years ago and serves the local community. It is held in a church hall off a busy residential road in Cove, Farnborough. The group has access to the main hall, an adjoining room, kitchen and toilets. A small grassy area can be cordoned off for outdoor play. A maximum of 26 children attend the group at any one time.

There are currently 33 children from two years to five years on roll, although children are usually aged two years and nine months before being offered a place. Of these, 17 children receive funding for early education. Children attend a variety of sessions each week. The group are currently supporting children who speak English as an additional language.

The playgroup offers up to five sessions a week during term time only. Sessions are from 09.30 to 12.00 term time only.

There are seven members of staff who work with the children, some on a part time basis. Staff are very experienced, four members of staff hold a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from regular opportunities to develop their physical skills inside and out. They excitedly get on their coats to go outside and enjoy running around and getting lots of fresh air. Children use outdoor equipment with increasing skill and confidently rock back and forth on the rocker. Some children like to bounce around on hoppers and their facial expression show how much they enjoy this.

Children begin to learn the importance of personal hygiene routines. They wipe their hands before snack time. Staff use gloves to change nappies and sanitize the changing mat after every use. However, children are not fully protected from the spread of infection. They have access to good facilities, such as running water and liquid soap, although they are not encouraged to use these and all wash their hands in the same bowl of cold water. Children independently use the toilets, although most need to be reminded to wash their hands. All medical and dietary needs are recorded and parents give prior written consent for any medication to be administered. Some records on the children, with regard to allergies, are not kept fully up-to-date. Children receive appropriate care if there is an accident as all members of staff hold current first aid certificates. Children benefit from healthy snacks and enjoy apples, cheese and biscuits prepared for them by the staff. During snack time some children confidently talk about why it is good to eat healthy food and some older children report that it keeps your bodies strong.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff work hard to ensure that the hall is welcoming to children. Pictures and posters are displayed around the room at low level for the children to enjoy. A cosy book corner with carpets and cushions provide children with an area where they can relax. Children play in a safe and secure environment. The main doors are locked and children are unable to leave unattended. Children are kept safe within the group by staff who are vetted and who demonstrate an awareness for safety. Children learn about keeping themselves safe as staff remind them gently about sitting on chairs properly in case they fall off.

Children have easy and safe access to an adequate range of resources that are selected by the staff on a daily basis. Children welfare is promoted with regard to child protection. A designated member of staff is responsible for child protection and has completed training in this area and cascaded the information to all the staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy, growing in confidence and most are engaged in play throughout the session. Younger children benefit from being with the older children and begin to copy daily routines such as, sitting quietly for registrations and snack time. Younger children are given good levels of help and support and encouraged to participate in all activities. Some children enjoy sticking and gluing different coloured tissue paper onto paper to make flowers, they use glue sticks with confidence and smile proudly when they finish their picture. Children

enjoy playing with play dough. They develop their physical skills as they use rolling pins and cutters to mould and shape the dough with growing confidence.

Nursery education

The quality of teaching and learning is satisfactory. Staff are cheerful and have good relationships with the children. Most staff have a satisfactory knowledge of the Foundation Stage. They plan a range of activities for children which they link to the different areas of learning, although staff do not always question children to make them think and extend their knowledge. Planning is completed for a two year period and covers all areas of learning and clusters. Regular assessments are completed on the children and their profiles kept up-to-date. However, not all children, particularly the more able, are planned for appropriately and are not always suitably occupied throughout the session and as a result are not always engaged in purposeful play. Staff have clear guidelines for behaviour and children know what is expected of them. However, not all staff demonstrate positive behaviour management strategies and do not always give good explanations.

Children settle quickly on arrival and are familiar with the daily routines of the group. They confidently find their name on the chair and wait patiently for all the children to arrive, chatting happily between themselves. Their independent skills are developing. They put on their own coats and jumpers to go outside. Most children behave well during sessions and amicably share resources, such as crayons and taking turns on the electronic till. They are happy and sociable and children confidently talk about recent trips with their family to members of staff. Children have opportunities to mark make during role play and while outside. However, staff do not take opportunities to link sounds with letters or encourage word recognition with labelling around the environment. Children count confidently up to 18 in circle time, although they do not have regular opportunities to look at or recognise numbers in print. Staff miss opportunities during every day activities, such as snack time, to count and compare. Children have limited resources that support their maths development freely available to them.

Children learn about the wider world as part of topic work. They enjoy using different resources such as phones and tills as part of role play. Children proudly bring in the cress that they have been growing to show the group. They use the cress and some fruit to decorate water biscuits. The children confidently cut up the fruit to make different facial features and add the cress to make hair. Children have daily opportunities to develop their physical skills. Some children expertly walk on stilts, smiling proudly as they are praised by staff. Their hand eye co-ordination is encouraged as they use pencils, glue sticks and complete puzzles. Children enthusiastically join in nursery rhymes. They all sing happily and most children know the words. They enjoy the rhymes more when they use musical instruments. The expressions on their faces show how much they enjoy shaking and rattling the bells and maracas.

Helping children make a positive contribution

The provision is satisfactory.

Children feel good about themselves and show respect and consideration for others as they share resources. For example, some children play together with the large dolls house. They negotiate between themselves who will have which figure and where they will be put in the house. Children learn about diversity through planned topics and resources that they have access to. Children are generally well behaved and benefit from the praise and encouragement given to them by the staff. Some older children are not always fully occupied and engaged in play and this sometimes leads to un-wanted behaviour. Children do not always learn right from

wrong as, on occasions, some staff do not give good explanations or use positive behaviour management strategies. Staff foster children's spiritual, moral, social and cultural development.

The partnership with parents is satisfactory. Parents receive information about the group when their child starts. Notice boards keep parents informed of any relevant information and regular newsletters are sent out. The policies and procedures of the group are regularly reviewed and are readily accessible for parents to see. However, parents are not informed of all regulation changes. Parents are encouraged to be part of their child's learning. They receive information on the Foundation Stage curriculum through newsletters and the welcome pack. The basic weekly planning is available for parents to see.

Organisation

The organisation is satisfactory.

Children settle well and are happy within the group. Staff work well as a team supporting most children according to their needs. Staff organise space well and this allows the children to move around freely and safely. Staff select the resources and activities, although the individual needs of all children are not always catered for.

The leadership and management is satisfactory. There are processes in place for the monitoring and evaluation for some areas of the provision. Staff have annual appraisals, although their understanding and delivery of the Foundation Stage is not monitored on a regular basis. Children's development records are completed and supported with written observations and evaluations. The group are currently re-organising the planning to ensure it is more effective and meets the individual needs of all children.

There are effective and robust recruitment procedures in place, which the committee have responsibility for. Staff have worked at the group for a long time and all are familiar with the policies and procedures. Most documentation is maintained accurately. Staff have an awareness of the regulation changes in October 2005, with regard to the complaints procedure, although parents have not been informed and the policy has not been up-dated. Overall, the group meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were told to ensure a policy for lost children was put in place. The group were also asked to ensure good hygiene practices are in place regarding hand washing; ensure that all children have an appropriate range of activities and resources that promote equality of opportunity; review and update documentation; review safety indoors. The group now have a lost children's policy in place. Children have access to books and figures that represent diversity, they enjoy pictures and posters around the room that help them to have a balanced view of the world. All policies and procedures are regularly updated and children play in a safe and secure environment. The group do not prevent the spread of infection. Improvements have been made in some areas, although, children share the same water to wash their hands.

At the last nursery education inspection the group were asked to plan for children to experience writing for a variety of purposes, link letters to sounds and become aware of the direction of print; improve systems for monitoring and evaluating all aspects of the provision. Children have some opportunities to mark make during the session, however, there are still some weaknesses in this area as staff do not generally link sounds with letters. There are some monitoring systems

in place, although there are still some weakness in this area. There are not procedures in place to fully evaluate the staff's teaching and understanding of the Foundation Stage.

Complaints since the last inspection

Since 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):

- improve the hand washing procedures to ensure the spread of infection is prevented
- develop staff's awareness of positive behaviour management
- ensure the existing complaints procedure reflects the October 2005 addendum to the National Standards and inform parents of the change.

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):

- continue to develop planning to ensure activities meet the needs of all children and provide sufficient challenge for the more able.
- improve the programme for Communication, Language and Literacy by taking every opportunity, particularly during group work, to link sounds with letters and provide opportunities for word recognition within the environment
- improve the Maths programme and provide greater opportunities and resources for children to count in everyday play and provide opportunities for children to recognise numbers in print
- devise and implement a system for the monitoring and evaluation of staff's understanding and delivery of the Foundation Stage

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