



Allsorts

Inspection report for early years provision

Unique Reference Number EY296685
Inspection date 07 June 2005
Inspector Bridget Copson

Setting Address St. Augustines RC Primary School, Hardy Avenue, Weymouth,
Dorset, DT4 0RH

Telephone number

E-mail

Registered person Allsorts Pre-School

Type of inspection Integrated

Type of care Full day 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 and Out of School Club was registered in December 2004. It is situated within St Augustines Roman Catholic Primary School in Weymouth, Dorset. There is a main pre-school room with kitchen and toilet facilities. The out of school club also has use of the computer suite, the reception class and foundation stage area of the school with extra toilet facilities close by. There is a dedicated office area and staff toilet. There is a fully enclosed garden accessed from the pre-school room.

The setting is registered to care for 45 children aged 2 to 8 years. The club will accept children up to the age of 11 years. There are currently 36 children on roll. Of these 26 children receive funding for nursery education. The pre-school supports children with special education needs and children with English as an additional language.

The setting is open Monday to Friday, all year round from 08:00 to 18:00. The pre-school provides both morning and afternoon sessions.

There are currently 9 child care staff employed, all of whom either hold or are working towards an early years qualification. They are supported by a parent committee and staff from their sister pre-school situated within the same area of the town.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating habits and caring for their bodies through positive daily routines. For example, they enjoy a choice of fresh and dried fruits at snack time, they have access to drinking water during the session and learn about dressing appropriately when playing in the sun. They learn about keeping fit through daily physical play in the garden and music and movement sessions. They use a good range of physical play equipment to support their physical development, for example climbing frames with a slide, trampette, see-saw, bikes and scooters, stilts, balls, bats and hoops.

Children learn about managing good personal hygiene through positive daily routines, such as regular hand washing and using a spoon when serving themselves at snack time. Staff help to prevent the spread of infection through effective cleaning routines, hygienic food preparation and supporting children's hand washing routines.

The staff keep all documentation and records up to date regarding children's health, medical and dietary requirements to ensure they are cared for according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff check all areas of the premises before children arrive to ensure safety measures are in place and the premises are secure. They conduct a detailed risk assessment each year and record issues to be addressed. Children are familiar with the fire evacuation procedure and participate in all the drills with the school. These systems ensure children are cared for within a safe and secure environment at all times.

Children play safely within a well organised setting, moving freely between the play room and garden. The play room and garden are divided into different areas of play

which allows children the freedom to choose what they play with and where. They enjoy a good range of age appropriate and well-maintained play provision, all of which they access freely for themselves. Staff keep any resources unsuitable for younger children out of reach, for example very small threading beads and woodwork tools used by children who attend the out of school club.

Children are well-protected by staff who supervise them closely throughout the session without hindering their independence. The staff monitor all visitors and keep a written record of their reason for attending. They are familiar with the child protection procedures which supports them in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and excited. They quickly settle into their chosen activities with interest. New children are well-supported by key workers who help them settle in and feel secure. All the pre-school children benefit from enjoying the same themed activities linked to the Foundation Stage whether in receipt of funding or not. The staff focus on developing younger children's personal, social and emotional development initially in preparation for this. They liaise closely with parents regarding children's needs to maintain consistency of care, for example, potty training.

Children attending the out of school club are encouraged to contribute actively towards all areas of the club. They help to plan and organise themes and activities, they choose additional resources and set expectations and rules. Children choose from a good range of activities and play provision, including art and craft projects, cookery activities, games and puzzles, books and use of all the physical play provision. Children also use the school computer suite. Staff plan a basic programme, but involve the children in developing and organising activities according to their own interests and ideas. All this ensures children are happy, active and involved in activities that interest them. Key workers support children and liaise with parents to maintain good communication and consistency of care.

Nursery education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage which ensures they are able to offer children interesting activities and practical experiences to promote their learning and development in all areas. Children are motivated to think and make decisions and feel secure enough to contribute their knowledge during discussions. This helps to promote their communication skills and self confidence. Staff are confident enough to make spontaneous changes to activities in response to children's demands. They have recently adopted an 'independent learning' scheme which encourages children to take an active role in how they learn and progress. Children choose activities for themselves and staff interact skilfully to promote learning in specific areas. All staff contribute to planning themes and linked activities and producing very basic daily plans linked to the theme. However, plans do not include the range of activities available such as music and movement or use of the computer. Therefore, staff cannot be sure all children are included equally and their learning promoted fully in

these areas.

The staff monitor children's progress effectively. Key workers are aware of each child's current stage of development and provide realistic challenges accordingly. Children with special educational needs and those requiring additional help are well supported by the special educational needs co-ordinator and staff. They liaise with parents and external agencies to ensure appropriate education plans are in place and teaching methods are consistent.

Children are happy and have a positive attitude to learning. They settle quickly on arrival and seek out friends and favourite activities. They are developing good personal independence and are learning to care for themselves well. Children are keen to communicate their news, ideas and knowledge and are extending their vocabulary by learning new words regularly. Children make good use of the books. They enjoy listening to stories during which they remain captivated and seek out information in reference books. Children write freely in their play for many different reasons and some children can write correctly formed letters.

Children are developing a good understanding of maths. They count spontaneously in their play, can name numeral and shapes and are learning to calculate. Children study plants and living things to explore growth and change. They learn about their own environment as well as learning about different cultures and beliefs around the world.

Children use their imaginations well, for example in role play using resources from different areas of the setting. They join in group singing with enthusiasm as well as singing spontaneously in their play. Children explore the sound and feel of different musical instruments and play in accompaniment to their singing.

Helping children make a positive contribution

The provision is good.

Children are cared for within a positive environment where they are treated fairly and included equally. Children's individual needs are met well by key workers who liaise with parents, ensure records are completed accurately and offer realistic challenges to promote learning and development. Children with special educational needs and those requiring additional help are well supported by the SENCO and staff. They liaise with parents and external agencies to ensure care and learning needs are met consistently and well.

Children behave well and are developing a good understanding of what is right and wrong. Some children will correct peers who behave inappropriately towards them, for example snatching a toy, interrupting at group time. Children attending the out of school club are involved in setting the club rules and expectations to help promote a positive environment. This positive approach fosters children's spiritual, moral, social and cultural development well.

Staff have developed good partnership with parents which contributes positively to children's well being in the group. Parents and key workers communicate well to help

children settle in and to promote their confidence and self esteem. Parents are provided with a comprehensive prospectus on admission which details most areas of the provision. However, they are unaware of the committee's role and how this impacts on the provision. They are kept up to date through a notice board, news letters each term, daily contact with staff and annual parent interviews. The setting invites all parents to complete questionnaires and their views are valued and acted upon. This allows parents to contribute their thoughts and ideas regarding all aspects of the provision and the care of their children.

Organisation

The organisation is good.

The children benefit from well-organised premises and good staff deployment which allows them to play and explore freely and safely. All staff are clear of their individual roles and responsibilities and the setting's policies and procedures. This enables them to provide well-organised sessions, high standards of care and close supervision. All required documentation is in place to promote children's health, safety and well-being.

The leadership and management of the setting is good. As a result staff are equipped with the necessary skills and knowledge to care for children appropriately and well. For example, a written induction programme for new staff, annual appraisals to highlight any training or development needs, regular staff meetings and links with Dorset Sure Start to obtain advice on teaching methods. The setting is committed to improvement and has effective systems in place to continually monitor the quality of the provision for care and nursery education. Most of the children will move to the infant school on site. They benefit from the close links which staff have established with the school to maintain good communication and to ensure consistency of teaching methods. For example, they share resources, join in singing groups with reception and meet regularly with the head teacher and reception staff. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- provide parents with details of committee members and their responsibilities.

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 systems to ensure all children are included in the range of activities to promote their learning and development in all areas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk