

# All Saints Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY286604
<b>Inspection date</b>	13 December 2007
<b>Inspector</b>	Greg Wolff
<b>Setting Address</b>	All Saints House, Romford Road, Chigwell, Essex, IG7 4QD
<b>Telephone number</b>	07738 001368
<b>E-mail</b>	
<b>Registered person</b>	Nicola Louise Kenny
<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 was registered in 2004. It operates from a large hall and kitchen in the grounds of All Saints Church in Chigwell, Essex. The pre-school mainly serves the local area.

There are currently 38 children from two to five years on roll. This includes 19 children in receipt of funding for early education. Children attend for a variety of sessions.

The pre-school is open from 09:30 to 12:15 from Monday to Wednesday and from 09:30 to 13:00 on Thursdays and Fridays for 38 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are ten full time staff working with the children. Over half the staff have early years qualifications to level two or above. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's individual health requirements are met. The staff team's good knowledge and understanding of the setting's health policies and procedures ensure that children's well-being is well supported. Staff are knowledgeable about individual children's needs, and ensure that they are suitably trained to provide necessary intervention where there are risks. Clear and well-maintained routines are in place to ensure that children benefit from a clean environment. This is supported by good information given to parents regarding children's health issues, such as exclusion times relating to childhood ailments, thus reducing the possible risk of cross-infection for children.

Children develop good personal independence. For example, they choose when to have their snack and what they want, using basic utensils to cut soft fruit or cheese. They also choose which activities they take part in from the range that are on offer. Children manage their personal care needs independently and are developing an understanding of things that may affect their health, such as germs and eating healthy foods.

Snacks provided are healthy and children enjoy a good balance of foods. The setting provides fruit, vegetables, cheese and bread amongst a wide variety of healthy snacks. Drinks are made available to children at all times.

Children of all ages take part in a range of activities that promote physical development and coordination, mainly outside. Access to the outdoor play space and resources ensures that children are developing physically and have good spatial awareness. For example, they learn about movement and spatial awareness by riding on the numerous bicycles and push-alongs that are provided. However, when the outside area is not able to be used, there is little provision currently for physical play of any sort inside.

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

The provision is good.

Children learn to keep themselves safe in the setting. They are able to move safely around the learning environment throughout the session as staff have taken steps to ensure that most potential hazards have been minimised. However, some small toys and play resources are left on the floor and these are potential tripping or slipping hazards. Practitioners understand the need to be vigilant about children's safety and ensure this by the implementation of comprehensive written daily risk assessments and detailed health and safety policies and procedures across the provision which are completed prior to children's arrival.

Children are protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement pre-school and local child protection procedures. The recording of all staff, children and visitors to and from the pre-school, policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Children benefit from the wide range of equipment and resources available which are suitable for the ages of children attending. Procedures are in place to ensure equipment is safe and well-maintained. Children access resources which are made available by staff throughout the hall, which helps to develop and sustain independence.

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

The provision is good.

Children are happy and settled within the pre-school. Staff are very aware of the individual children; they offer a good level of support and assistance to children who require help in leaving their main carer. Children thoroughly enjoy their time within the pre-school. They achieve well due to the staff's understanding and use of early years guidance such as the Foundation Stage and the 'Birth to three matters' framework. Staff use these, along with the wide range of interesting and appropriate resources, effectively, to plan an interesting and stimulating range of activities which provide good quality care and education.

All children are able to select the toys and resources they wish to use from the range that is provided by the staff. Children are very comfortable within their environment and receive a good level and quality of support. Children make friends with their peers and they develop good relationships with the staff team. All children play happily and older children initiate conversations and involve other children and adults in their play. Staff provide children with a high level of interaction both in planned and free play activities.

### **Nursery Education.**

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the large variety available. Children develop their independence skills through a range of planned activities, toys and equipment. They are enthusiastic to assist in daily tasks, for example, tidying up and selecting stories to be read to the group. Children sit and listen well at group times; staff encourage them to put forward their thoughts and feelings, which they do with confidence, such as ideas about what will happen next in stories that are not known to them. Children are well behaved and are aware of the expectations and boundaries in place, for example, not running in the hall and sharing the toys and resources. These rules have been developed by the staff with guidance from outside professionals.

Children love books and stories and look at books on their own or in small and large groups with staff members. Children confidently join in with stories and anticipate what may happen next. They dress up as characters to act out things that they have heard or read about and extend these ideas in their own ways. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities. Children count up to 10, and many count beyond this. Children are confident in their use of simple calculations and have opportunities to use these skills each day, for example, when measuring amounts of ingredients needed to make chocolate cakes. Children use mathematical language in their play, such as 'longer', 'shorter', 'above' and 'beside'.

Children are keen to discover about the world around them. Planned themes develop children's awareness of different cultures and traditions, particularly those of their peers. For example, staff use word lists in foreign languages, such as Turkish, to help themselves and the other children communicate with those who do not speak English fluently. Children enjoy and participate in a good range of physical activities outside to assist them in developing physically, for example, by using the outside play equipment in the pre-school grounds. Children and staff enjoy singing songs together, particularly those with actions that they can join in with. They paint and make pictures which are displayed around the setting, increasing their self-esteem.

Staff find out about the child right from the beginning, through discussions with parents and other professionals who may be involved with them. They have a good awareness of the needs, interests and skills of the individual children in their care and use these to plan a stimulating and exciting range of activities. They assess and evaluate each activity and individual children's performance so that plans for the next steps can be adjusted accordingly. Staff have a good understanding of the Curriculum guidance for the Foundation Stage and have attended a briefing on the Early Years Foundation Stage. Planning is flexible and is adapted to meet the needs and interests of the children.

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

The provision is good.

Children show a good attitude towards one another and are confident and self-assured. They flourish in the pre-school because they are well supported by practitioners who encourage them to become autonomous and competent learners. Children play well together, learning to share and take turns, and they negotiate this with confidence. They show genuine concern for one another and benefit from the good example set to them by the staff team.

Children develop a secure sense of belonging and confidently take on responsibilities within the pre-school, such as helping to clear up after themselves. Behaviour is good and children mostly show high levels of independence, confidence and self-esteem as practitioners continually praise and value their achievements. All children and their families, including those with learning difficulties and/or disabilities, receive good levels of support from practitioners, enabling them to thrive and make good individual progress. The Special Educational Needs Coordinator (SENCO) works well with parents and other agencies to ensure that individual care plans are appropriate and offer children achievable goals within the setting. Children gain a well developed respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from an effective partnership with parents, ensuring their individual needs are fully met and they make progress in their development. Parents are fully involved in their child's learning and how they can support this in the home because effective communication takes place between practitioners and themselves, for example, through newsletters and regular contact. However, there are currently few opportunities for parents to review and discuss their children's records with their key workers.

The partnerships with parents and carers is good. Practitioners pay high priority to establishing and securing the links between home and pre-school, ensuring parents are involved in their child's learning. Parents receive detailed information and discuss the curriculum and the philosophy of the pre-school, which helps them to understand how their child learns and develops through play. They work together with practitioners to assess their child's ongoing achievements and progress and agree the next steps for development at termly meetings. This helps to ensure all children make good progress and allows parents to play a full part in their child's learning.

### **Organisation**

The organisation is good.

The staff team use their shared knowledge to ensure that children make progress in all areas. Practitioners demonstrate a high level of knowledge of the setting's policies and procedures

and implement these effectively to ensure that children are kept safe and well. Documentation is in place to support the setting's practice. However, some documentation is currently not immediately available due to the change in office premises.

There is an ethos of reflective practice throughout the setting, instigated by a hands-on and confident manager, with staff making clear and regular evaluations of what they do in order that children continue to flourish. Children benefit from good staff ratios which ensures that they are consistently well supported.

The leadership and management of nursery education is good. The owner and the manager are passionate about early years education and are developing a skilled, enthusiastic and dynamic staff team. Staff show commitment to children's achievement and development, which is demonstrated by the children's enthusiasm for, and involvement in, their learning. There is good recognition of individual staff skills within the team, resulting in confident staff who are proactive in ensuring an inclusive environment where every child matters.

Overall children's needs are met.

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

At the last inspection, the provider agreed to ensure that details of the children's doctor are obtained prior to attendance; to ensure that the daily register shows times of arrival and departure of children; and to obtain written parental consent for seeking emergency medical advice or treatment if required. All required details relevant to every child are now obtained prior to attendance, the daily register shows the arrival and departure times of all children and all required signatures of consent are now in place. In these ways, children's welfare is maintained at all times.

The provider also agreed to ensure that the child protection statement includes the procedure to be followed in case of an allegation being made against a member of staff. The statement has been suitably updated which ensures that children are safeguarded when attending the setting.

### **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):

- provide further opportunities for children to take part in regular physical play (also applies to Nursery Education)
- ensure that all potential hazards on the premises are minimised. This refers to keeping the floor clear of play resources and other debris
- ensure that relevant paperwork and documentation is accessible at all times.

### **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):

- provide regular opportunities for parents to review and discuss their children's progress.

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)