

All Saints Pre School

Inspection report for early years provision

Unique Reference Number	137752
Inspection date	09 October 2007
Inspector	Caren Carpenter
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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?

All Saints Pre-School was registered in 1987. It operates from a church hall and is situated within the London borough of Brent. There is a fully enclosed outdoor play area.

A maximum of 35 children may attend at any one time. The pre-school is open each week day during term time from 09:00 to 12:30.

There are currently 19 children aged from two years to five years on roll. Of these, five receive funding for early education. The setting supports a number of children with learning difficulties and also supports a number of children who speak English as additional language.

There are seven staff who work with the children including the manager. Five staff members hold relevant early years qualification and two staff are working towards early years qualification. The pre-school receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted by staff who follows clear health and hygiene procedures. Children follow good personal hygiene routines helping to prevent the spread of infection. They independently wash their hands before snack times. Children's welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident.

Children enjoy a variety of healthy snacks such as crackers, sandwiches, apples, cucumber and carrots stick. They learn that fruits and vegetables provides them with vitamins. This helps to promote their healthy growth and development. Children recognise when they are thirsty and help themselves to regular drinks of water.

Children have daily opportunities to participate in physical activities indoor and out door developing their co-ordination and large muscle skills. For example, they run, climb, balance, climb through tunnels and jump with good control. They are taken out for regular walks which, contribute to their good health. Children develop control of their bodies during music and movement sessions. They use with increasing control a range of small equipment, such as writing tools, scissors, rolling pin and cutters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in the well organised and secure premises. Children have easy access to a wide range of appropriate equipment which is stored to encourage their independence. Space is organised and used effectively.

Furniture, toys and equipment are well maintained, clean, and suitable for the children and meet their needs effectively. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities within safe limits. However, although some improvement has been made to the outdoor play area, the surface is uneven and poses a risk to the children. Children understand and practise fire drills regularly which are clearly recorded. They are able to play safely and move around freely between activities.

Children are well protected from harm or neglect. Staff have a good knowledge and understanding of local child protection policies and procedures to ensure the welfare, safety and protection of the children

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the pre-school. Their self-confidence is promoted by staff who have consistent expectations and clear routines. Children are forming close relationships with each other and staff. Staff are caring, approachable and kind and respond positively to the needs of the children.

Children benefit from the routine, allowing them to initiate their own ideas and make their own choices about their play. They play well independently and with their peers and seek out their

friends to share activities. Staff plan interesting and stimulating activities that support and promote children's learning and development.

Staff ask lots of open-ended questions to extend children's thinking and language. For example during creative activity as they stick and design their own pictures, during role play in the home corner and when completing their puzzles.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a secure understanding of the Foundation Stage and how children learn. They work alongside the children for most of the time. The learning environment and activities are planned to provide a good range of activities across the six areas of learning.

Medium term plans and weekly plans show interesting activities for children. As a result, children are motivated and make positive links in their learning. Staff plan activities targeting children, this ensure that all children participate and make progress towards the Foundation Stage.

Observations and assessments of children's progress towards the early learning goals; children's interest and information gained from parents are used well to inform planning. Activities are evaluated well, which ensure that learning intentions are achieved. Activities are planned linking clearly to themes and the stepping stones. For example, during role play the home corner changes to the travel agent, children choose where they would like to travel to and buy their travel tickets.

Children use language for thinking as staff ask questions during activities encouraging them to use vocabulary. They are developing early writing skills, as they write recognisable letters, numbers and their and are beginning to write their names. Children enjoy looking at books and relish their time in the comfortable book area as they choose from a range of good quality books. Children recognise their names, for example they select their names as they arrive for self-registration.

Children count confidently up to 10 and beyond. They are exploring simple addition and subtraction through many practical activities. They recognise and name 3-D shapes such as circle, triangle, oblong, square and rectangle. They use a range of mathematical language such as how much, how many, less, few, heavy and light.

Children have good opportunities to observe and investigate mini beasts for example; they look at snails, woodlice, ants, spiders and worms. They enjoy using microscopes as they search for insects in the garden and find out where they live and what they need to live.

Children explore media materials and colour through a variety of creative activities and have free access to collage materials. They engage in dressing up in costumes and develop good imaginative play in a variety of role play situations. For example, during role play the home corner changes to a doctor's surgery.

Children enjoy choosing and playing a range of musical instruments. They choose from a wide selection of musical instruments and equipment such as, karaoke machine, key boards and tape cassette recorder, as they learn about how things work.

Children are making good progress in their physical development. They regularly use large physical play equipment to jump, climb, slide and balance, which develops their large muscles and co-ordination skills.

Realistic expectations of children and good individual knowledge helps them to consolidate their learning before moving onto the next stage.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and are fully included in the life of the setting. They enjoy activities and resources which promote a positive view of the wider world. They celebrate a variety of festivals such as Chinese New Year and Diwali. Children have access to resources which show people from other cultures for examples; dolls, jigsaw puzzles and books. This increases their awareness of diversity and their understanding of others. This positive approach fosters children's social, moral, spiritual and cultural development.

Children are fully integrated within the setting. The Special Educational Needs Co-ordinator has received appropriate training to support children with learning difficulties. Staff have developed good relationships with other relevant professionals. As a result, children receive appropriate support.

Children behave well because they know what is expected of them. They respond well to regular praise and encouragement that helps them to learn right from wrong. This promotes their confidence and self-esteem. Staff support children in sharing and taking turns. They have clear expectations and set consistent boundaries.

The partnership with parents is good. Children's well-being at the setting is enhanced by the good partnership with parents. Parents are provided with a good range of information that keeps them well-informed about what is happening in the setting and about their children's progress. Parents have good opportunities to meet with staff to discuss their children's written achievement reports. However, parents are not involved in planning the next step in their children's learning.

Parents receive news letters about events, tips for the day how to extend their child's learning at home for example, talking to them about things that they are doing and ask questions that show that are interested in what their child thinks and making sure they have special times for talking together each day. Parents receive a quality welcome pack, which includes policies and procedures.

Organisation

The organisation is good.

Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Children benefit because all staff attend regular training to improve their practice. Children benefit from the effective organisation of the space and resources. This helps children to make choices and develop their ideas as they play. However, the out door play area surface is uneven and poses a risk to the children.

The leadership and management of the setting is good. Staff work well together as a team and are fully aware of their roles and responsibilities. For example, preparing snacks, ensuring that

children are occupied in appropriate activities. The manager is actively involved in planning and evaluating the curriculum. Good systems are in place to evaluate the care and education and to help make improvements. Staff are well managed and there are regular planning meetings to ensure that children's individual needs are well met. Parents are provided with good opportunities to attend regular meetings to discuss their children's written progress reports with staff. However, parents are not involved in planning the next step in their children's learning.

Detailed policies, procedures and documentation are implemented effectively to successfully promote children's care and well-being. Policies and procedures have been organised together to show how the setting promotes the outcomes for children. However, parents have not provided written permission for seeking medical emergency treatment. This may compromise children's welfare. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to develop range of resources to promote positive images of diversity in society; devise a system to record how the next stage of each child's development can be achieved and ensure that parents consent is obtained to take photographs of children. Children have access to toys and resources, which help them to learn about similarities and differences. Children's developmental progress is monitored by the key worker. Activities are planned to ensure that children are making progress in their learning and development. Children's welfare is promoted because parents provide written permission for taking photographs of their children.

The setting was required to ensure that outdoor play space is not hazardous to children and to ensure a permanent record is kept of all persons collecting children other than the nominated person. The setting has made some improvement to the outdoor play area. This means that children are able to participate in daily out door play activities to promote their good health and well-being. However, further improvement is needed to promote children's safety. Children's welfare is promoted because; parents are required to provide names of persons collecting their children. A book is used effectively to sign children in and out daily.

The setting was required to provide and develop resources for information technology, to enable children to use information, communication and technology to support their learning; provide further opportunities for children to explore and investigate why things happen and how things work and to improve the evaluation of activities, to ensure that the learning intentions for activities are achieved. Children enjoy using a wide range of programmable toys to support their learning. Children have good opportunities to investigate and explore through a range of activities. For example, they use magnifying glasses and magnets to find out why things happen and how things work. They enjoy observing living things such as, spiders, ants, woodlice and worms. Activities are evaluated to ensure the learning intentions are achieved. This means that staff plan activities to help children make progress towards the learning goals.

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.

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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):

- continue to develop the outdoor play area

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 that parents contribute in planning the next step in their children's learning
- ensure that parents provide written permission for seeking medical emergency treatment.

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