

All Saints Pre-School

Inspection report for early years provision

Unique Reference Number	508999
Inspection date	14 December 2007
Inspector	Caren Carpenter
Setting Address	90 Uxbridge Road, Harrow Weald, Harrow, Middlesex, HA3 6DQ
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Registered person	The Committee of 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

All Saints Pre School was registered in 1964. It operates from All Saints church hall which is located within the London borough of Harrow. The group also has the use of a smaller room. There is an enclosed outdoor play area. The group serves the church community and the local area.

A maximum of 14 children from two to five years may attend. There are currently 18 children on roll. Of these 15 receives funding for early education.

Children attend for a variety of sessions. The setting supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The group is open each week day during school term time. Session times are from 09:30 to 12:30. Six staff work part-time with the children, three staff share the manager's role. All staff hold early years qualifications.

The group is a member of the Pre School Learning Alliance and have been reaccredited in their quality assessment scheme. The setting receives support from the Harrow Children and Community and Extended Partnerships.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff make good use of their knowledge of the children's individual needs to support their well-being. Procedures are in place to ensure any specific medical needs are responded to immediately. Parents are immediately informed of any illness within the setting to ensure they are able to fully protect their children. They are well informed about events such as accidents during the day as there are good procedures in place. However, the accident records does not include staff full names. This means that children's welfare is not fully promoted.

Clear and comprehensive written policies and procedures are in place to promote children's good health. Children know the importance of washing their hands before eating to prevent getting germs.

Children enjoy a variety of healthy snacks such as apples, bananas and oranges. They recognise when they are thirsty and help themselves to regular drinks of water throughout the session.

Children's physical skills are actively developed by the good use of outdoor and indoor play. They thoroughly enjoy themselves during a parachute activity by pulling, shaking, jumping and running with great delight. Children have daily opportunities to participate in physical activities outdoors and are taken out for regular walks which contribute to their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a stimulating environment with colourful displays and interesting activities. The group have good systems in place for ensuring the safety of children and the premises at all times. For example, daily safety checks and regular risk assessments are carried out. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities that offer variety and challenge within safe limits.

Children understand and practise fire drills regularly which are recorded. Staff promote children's safety well. For example, when walking to the local church children know they must hold on to a safety rope until they arrive safely at the church.

Furniture, toys and equipment are well maintained, clean and suitable for the children attending and meet their needs effectively. Children access a range of play equipment and resources which are presented to encourage their self-help skills.

Children are safe guarded from abuse or neglect, because staff have a good knowledge and understanding of child protection issues. This helps to ensure children are protected from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time in the setting. They have an excellent attitude to learning and are happy, settled and purposefully engaging in an extensive range of activities throughout the sessions. Children seek out their friends and engage in stimulating conversations with their peers and the adults caring for them. Children are helped to become familiar with their surroundings, to explore and develop close relationships with staff and each other. Clear boundaries are consistently applied, these help children to learn what is expected of them. Staff give reassurance encouragement and lots of praise

Time is used extremely well to enable the children to make choices, to develop their chosen task and to lead their own play and learning experiences. Staff plan interesting and stimulating activities that support and promote children's learning and development. The excellent range of activities and resources enable children to explore and create using all their senses. Children go out into the local environment to explore the woodlands, observe the changes in the weather and to feed the birds. Staff successfully implement the Birth to three matters framework, building on what children already know. As a result, they provide excellent learning opportunities and resources which promote an independent learning environment to the children.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals due to staff's expert knowledge of the Foundation Stage and how children learn. The learning environment and activities are planned to provide an extensive range of activities across the six areas of learning. The key worker system enables staff to monitor the children's progress effectively to help them to move on to the next steps of learning. Good evidence of children's work is maintained which clearly shows how children are making progress in their learning and development. Activities and experiences are planned individually for each child to help them make progress towards the Foundation Stage.

Assessments are rigorous and the information gained is used very effectively to guide planning. Staff share information regarding specific children's progress and ensure that they fully benefit from all activities. Written observations made by the staff ensure that they are able to plan effectively and ensure that children are appropriately challenged.

Children are motivated learners; they are able to concentrate for long periods of time on chosen tasks. They are extremely confident; they work effectively on their own and with others. Behaviour is excellent and they have good awareness of right and wrong.

Children are making extremely good progress in their communication, literacy and communication skills. They access a wide range of mark making materials such as, pencils, crayons and chalk. They are developing early writing skills and some children write their names independently. Children receive excellent support and encouragement from staff to enjoy books for pleasure. They enjoy listening and participating in stories. They are able to re-tell familiar and favourite stories, turning pages appropriately and reading from left to right. Children have excellent mathematical knowledge. They use mathematical language very well to compare such as, less, more, enough and not enough to solve simple problems. They group and sort objects by colours, shapes and sizes.

There are excellent opportunities for children to operate and explore information technology. They use the computer independently and with support from staff to enhance their learning.

Visitors to the setting give children information and knowledge. For example, the fire fighter talks to children about fire safety and the dentist talks to the children about taking care of their teeth. Through different topics, themes and visitors to the setting children are learning about the local community.

Children have exceptional opportunities to develop their imagination and creativity through painting, sticking, story times and a variety of role-play activities. They make connections in their learning and they thoroughly enjoy their time as they take part in role-play. For example, they participate enthusiastically in the Christmas nativity play dressing up in a range of costumes and performing to their parents and carers.

Staff plan extremely good opportunities for children to experience music and movement. They explore rhythm and sounds using a wide range of musical instruments. Very Good use is made of time and resources to provide children with opportunities to engage in physical activities during indoor and outdoor play. Children regularly use large physical play equipment to jump, climb, slide and balance which develops their large muscles and co-ordination skills. They handle small tools such as pencils, play dough cutters, rolling pins and scissors with increasing control.

Staff make excellent use of time and resources and use their monitoring procedures extremely well to evaluate the care and the quality of their teaching.

Helping children make a positive contribution

The provision is good.

Children are welcomed and play a full part in the setting because staff value each child as an individual. They have many opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. For example, the celebration of a variety of cultural festivals such as Chinese New Year and Diwali, help children to understand and value the similarities and differences between themselves and others. They visit the local church at Christmas time to learn about the birth of baby Jesus. This positive approach fosters children's social, moral, spiritual and cultural development.

Children are fully integrated within the setting. The Special Educational Needs Coordinator has received appropriate training to support children with learning difficulties and children with English as an additional language. Staff have developed good relationships with other relevant professionals. As a result, children receive appropriate support.

Positive relationships are formed and children work well together, sharing and taking turns. They are well behaved, polite and courteous to each other and know what is expected of them. Children are developing a good understanding of the difference between right and wrong. They are confident and show good self-esteem responding well to continual praise and encouragement.

The partnership with parents is outstanding. Children benefit immensely from the good relationships between staff and parents as their individual needs are well met. Parents are given clear and meaningful information on the Foundation Stage and the programme of learning through the notice board and leaflets. They are kept exceptionally well informed of their children's achievements through daily exchange of information. Parents have extremely good opportunities to meet with staff regularly to discuss their children's written progress reports.

Informative newsletters are provided for parents and carers each term and give detailed information about forthcoming events and themes. They are encouraged to become involved in the setting. For example, a weekly parents' rota system is used effectively as parents take turns to come into the setting to help. Parents speak highly of the setting and the staff. They say 'the leadership and management is very good, staff are caring and children receive good quality care'.

Organisation

The organisation is good.

Children are very relaxed and self-motivated in a well-organised environment. Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Children benefit because staff attend regular training to improve their practice. Space and resources are used well to meet the children's individual needs and ensure their safety, welfare and development.

The leadership and management of the setting is outstanding. The manager is very pro-active in her approach. She works alongside the established team who are effectively deployed to ensure children are well supported. Staff work cohesively as an extremely committed team. Comprehensive and flexible planning systems allow children to make extensive choices. Children benefit from staff who are well qualified and have excellent knowledge of not only child development but of the Foundation Stage and the Birth to three matters framework. Staff are highly skilled at adapting plans to effectively support and guide children to extend their play and learning.

The impressive implementation of detailed policies and procedures results in the successful promotion of children's care well-being. Policies and procedures have been organised together to show how the setting promotes the outcomes for children. Children's welfare and individual needs are well met at this setting and appropriate records are in place to support their understanding of each child. However, full names of staff are not recorded in the accident book. As a result, children's welfare is not fully promoted. 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 continue to access all available training to improve their knowledge and qualifications within the childcare field and continue to build on and develop short term planning to include clear learning intentions informed by observations and how activities can be adapted for individuals or groups of children. Staff have secure knowledge and understanding of how children learn and develop. All staff hold early years qualifications. They attend regular training to update their knowledge and skills. As a result, children enjoy an extensive range of activities. Children's individual learning is planned effectively by staff. This means that they are making excellent progress towards the Foundation Stage.

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):

- ensure that accident records includes staff full names.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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