

All Saints Children's Ventures Limited

Inspection report for early years provision

Unique reference number EY289826
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Inspector Frank William Kelly

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

All Saints Children's Ventures Pre school and Out of School Club has been operating within the community for many years and has been registered to the current organisation since 2004. It is based in a church hall that has ramp access and assisted toilet facilities, which is located in the Crosby area of Liverpool. Children have access to an enclosed outdoor play area. It is open each weekday from 08.00 to 13.00 and 15.30 to 18.00 during term times and operates a holiday scheme from 08.00 to 18.00.

The setting is registered on the Early Years Register and Compulsory childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 42 children within the early years age range on roll, some in part-time places. Funded early education is provided for three and four-year-olds. The setting supports a number of children with learning difficulties.

There are eight staff members of staff, seven of whom hold appropriate early years qualifications. One member of staff has recently completed an Early years Foundation degree and another is working towards an additional qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well maintained documentation underpins effective practice, which successfully promotes the children's learning and safety in an inclusive manner. Consequently, children's well-being is securely fostered so they develop positive dispositions and behaviour that are appropriate to becoming good learners and young citizens. The partnership with parents is very good and systems for supporting children with learning difficulties or disabilities are effectively implemented. However, for children attending other early years settings, the systems for liaising with those other providers are not as secure as they could be. Therefore it is not clear if provision delivered by the Pre School complements that of others that the children attend. The management is enthusiastic and committed to improvement. It uses self-evaluation in a meaningful way to plan and develop the service it provides for the children

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to refine the systems for sharing information with other providers so as to ensure that the provision provided is appropriate and complements the care and education provided in the child's other settings
- continue to extend the staff teams understanding of planning and assessment to maximise children's learning and development experiences so that they are tailored to meet their individual needs.

The leadership and management of the early years provision

Rigorous staff recruitment and well written policies and procedures promote the safeguarding and protection of children. Effective management and staff deployment, training and appraisal systems mean that the adults caring for children are clear about their roles and responsibilities. They implement their duties in an almost seamless manner. Thus children's sense of security and well-being is matched by the physical actions taken that promote their safety.

Risk assessments have been completed and the environment is maintained in a safe and efficient manner with security seen as a priority. Organisation of the reception area is professional but inviting. A key strength of the setting is the physical greeting provided by staff to the children and parents as they arrive in the morning. Most children and parents arrive at the same time; the interactions that take place are reminiscent of a family gathering. Adults catch up with each other and the children greet their peers with excitement as they run off to play. The equipment and resources are well cared for and presented in manner that promotes the children's developing independence and freedom of choice.

The management demonstrates an ability to improve. All recommendations from the previous inspection have been implemented. Self-evaluation is honest and accurate. The management draws on the support and expertise of other relevant parties, such as the Early Years advisory team. It has sought out government funding initiatives to maximise the benefits for children. For example, a grant received has much improved the outdoor play area; new play surfaces and overhead canopies now facilitate safe and comfortable play for all seasons.

Partnership is central to how the setting operates with good lines of communication in place. Parents are kept up to date with the current planning and termly updates about their children's learning journey. Current arrangements for supporting the children due to start school include displays pictures of the children's new classrooms and uniforms for the children to dress up in. However, current arrangements for sharing information about learning programmes are informal and mainly reliant on a single member of staff. This means staff at the preschool may not always have access to this information should the key member of staff be absent.

The quality and standards of the early years provision

The setting promotes the five outcomes for children very well. Its focus on ensuring that children feel secure and confident, means that children are active and exploratory learners. For example, during outdoor play one child independently threads a skipping rope into the frame of a milk crate. He understands the need to thread downwards, upwards and through to achieve his aim of securing the rope to the crate. He spends a long time doing this before seeking a second crate to attach the other end of the rope. Children confidently move in and outdoors, exploration is infectious and great fun; they climb inside the play greenhouse with their paints and paper, exploring their ideas without adults

taking over.

Resources are attractively and thoughtfully presented indoors and out. This organisation ensures that children have regular experiences that span all six areas of learning. In addition information is sought when children start to act as a basis for staff to use to help children settle. Staff continue to observe the children and plan activities that are linked to the children's current interests. For example, when children show an interest in digging for treasure in the garden, the staff introduced planting and growing activities for the following week. The planning shows clear links to learning intentions and the guidance document for the Early Years Foundation Stage. However, the planning on occasions is generic and is not maximised to detail how the activities are to be linked to the individual children's specific needs to help them extend their learning.

That said, staff use specific information that is shared by parents to support changes in the children's life, for instance, when a new baby is due in the family. Staff also work closely with parents to help children gain a wider understanding of differences and similarities. For example, children whose parents have different nationalities are invited to visit the setting to sing traditional songs and read stories in their own language. A member of staff is Portuguese and children enjoy learning about the different ways of saying hello and goodbye. They learn about the names of familiar items, such as cutlery and cooking pots. This approach helps children to feel included and valued, and provides all the children with real learning experiences that help them make connections and comparisons about themselves and others in the world.

Daily routines promote independence, especially at snack time. Children learn to wash their hands; share, turn take and make decisions as they choose which spread, crackers, rice cakes or fruit they want. They are encouraged to choose their place-mat, where they wish to sit, and to help to tidy away when they have finished. They enjoy stories, are encouraged to mark make, and learn about print carrying meaning. Regular counting activities and fitting together puzzles contribute to children's early problem solving and sense of shape and space. These experiences along with those linked to learning about the role that technology plays is helping the children to develop positive attitudes to learning which in turn support their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met