

All Sorts At All Souls School

Inspection report for early years provision

Unique reference number EY362430
Inspection date 06/03/2009
Inspector Patricia Underwood

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Allsorts at All Souls School was registered in 2007. It operates from rooms within All Souls Roman Catholic Primary School in Coventry, West Midlands. There is a main classroom for the Early Years with access to a secure outdoor area. Additional facilities including the school hall, dining room, playground, woodland and trim trail are available for the both the Nursery and the After School Club. Liaison with the school has been established.

The setting is on the Early Years, Compulsory Childcare and Voluntary Childcare Registers. A maximum of 24 children may attend at any one time. There are 86 children on roll: 43 are aged between two and five and 13 of these receive funding.

Children attend a variety of sessions. The Nursery is open Monday to Friday during school hours, term time only. The provision also includes Before and After School Clubs and a lunch club which runs from 11.30 until 13.00 daily. It serves children from the local area. Children with learning difficulties and/or disabilities, or for whom English is an additional language are supported.

Eight staff are employed and all have relevant early years qualifications. Support is received from the Early Years Department of the Local Authority.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Staff are committed to providing a safe, secure, stimulating and welcoming environment. Parents have very positive views of the Nursery. Links with the school are outstanding. It is an inclusive setting. The needs of all children, including those with learning difficulties and/or disabilities, or for whom English is an additional language, are very well catered for. All issues from the previous inspection have been addressed and, as the setting knows itself well, capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure in both planning and assessment the next steps for development are more specifically related to the children's needs
- provide opportunities for children to access a computer to enhance their economic well being.

The leadership and management of the early years provision

Staff ensure that the Nursery runs smoothly on a day to day basis. They work very well as a team and know their roles and responsibilities well. Effective procedures are in place to identify any child who is at risk. Staff are carefully vetted, risk

assessments are carried out daily and all policies are regularly updated. Consequently, children are well protected and safe. A good range of resources is available and are readily accessible. Self evaluation of the setting's performance is accurate and it uses information gained to plan future improvements successfully.

Parents express every confidence in the Nursery and appreciate how the staff have helped their children to settle in. Comments such as, 'My child looks forward to coming' and 'I feel I can talk to the staff' are typical comments that reflect parents' views. The newly implemented learning journals are enjoyed by parents and encourage an exchange of information about what the children can do in the Nursery and what they can do at home.

Links with school Nursery are exceptionally good. Information about the children and planning is freely shared between the two settings. The school's nursery nurse also works in Allsorts. All this ensures continuity for the children who attend both the school Nursery and the setting. Liaison with outside agencies is very good. Consequently, appropriate support and guidance is ensured for children with learning difficulties and/or disabilities, or for whom English is an additional language. For example, regular one to one sessions for one child and the provision of specialised equipment for another.

The quality and standards of the early years provision

A vibrant, stimulating, caring and safe environment greets the children when they arrive. There is a wide range of activities reflecting all areas of learning to encourage the children to explore their surroundings. Planning clearly shows links with the EYFS requirements. Assessment procedures are detailed and carefully recorded in the learning journals. However, although both planning and assessment show the next steps for development, the information is very general and not specific to match each child's needs. When planning activities children's interests are taken into account and so they are more focused on the tasks.

Staff are very caring and supportive, making children's welfare a priority. Staff have very good relationships with the children, consequently they are confident and settled. Children behave well, as good behaviour is praised and encouraged. A strong emphasis on language and number skills effectively promotes children's economic well-being. However, with no computer in the room, and the lack of opportunity to develop the relevant skills, means that economic well-being overall is satisfactory.

Open ended questions stimulate vocabulary and extend learning so children are confident speakers and keen to respond to adults' questions. Books are enjoyed by all and children listen carefully to a story. Children could be seen huddled together on cushions sharing books. Other children enjoy completing jigsaws, whilst another group were fascinated by mixing paints and the colours that appeared. The new colours were then used to create interesting pictures. The outdoor area is very popular with the children and some cannot wait to go out. Bikes and scooters are ridden with confidence amidst lots of laughter. Although a good range of activities is provided outside, the area is not as exciting as the classroom. There are plans to develop it further.

Personal and social skills are developing well as children are learning to listen, to take turns, wait patiently and not to call out. They are beginning to play together and to share equipment. At the end of an activities session children tidy up with great enthusiasm, obviously very familiar with the routines of the Nursery. In the After School Club children are very well integrated as older children provide good role models for the younger children and happily play with, and involve them in, their games and activities.

Healthy snacks, a healthy lunch provided by the school and an interesting display of pictures about personal hygiene, effectively promote children's understanding of a healthy life style.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since last inspection.

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.