

# All Saints Blackwell Pre-School

Inspection report for early years provision

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**Unique reference number**

EY319495

**Inspection date**

06/05/2009

**Inspector**

Pauline Pinnegar

**Setting address**

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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 Blackwell Pre-School is a committee run group. It has been registered with the current providers since 2006. It operates from within All Saints and Salutation Church which is located in Darlington. Children have access to the main hall and garden room with an enclosed outdoor play area. The pre-school is open each weekday from 09.30 to 12.00, during school term time only.

The pre-school is registered on the Early Years Register. A maximum of 44 children may attend the pre-school at any one time. There are currently 40 children from two years to four years old on roll. The group supports children with additional needs .

There are eight members of staff, of whom seven hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) at level 2 and 3. Two members of staff are working towards further qualifications. The setting provides funded early education for three and four-year olds.

## Overall effectiveness of the early years provision

Overall the provision is good. Staff show warm sensitivity in their interactions with children and give high levels of attention as they play. Children are safeguarded well through effective policies and procedures and a knowledgeable and well trained staff team. Good use of observations help staff plan effectively to support all areas of children's learning and development and as a result, children make good progress towards achieving the early learning goals. A warm welcome service is offered to all families, as staff work closely in partnership with parents and others to ensure every child is fully included and their individual needs met. The staff and committee discuss and evaluate the service, which means that they identify points for change or improvement, in order to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure all records are readily available for inspection
- continue to develop the outdoor environment to offer children freedom to explore, use their senses and be physically active and exuberant
- continue to monitor the accessibility of flexible resources on children's choices and opportunity for extended independent learning in their freely chosen play and exploration.

## **The leadership and management of the early years provision**

The committee, manager and staff team are focused on delivering an improving service to children and parents who use the pre-school, and therefore, children develop and achieve well. Staff are very experienced and the majority hold appropriate early years qualifications. They complete short courses and several staff are adding to their qualifications by completing further training. This means that children are cared for by staff with an up to date knowledge and understanding of the Early Years Foundation Stage (EYFS). There are robust procedures in place to ensure all staff are suitable to work with children. Visitors are monitored and only vetted staff have unsupervised access to the children. This means that children are kept safe. Key Workers take responsibility for children's welfare and learning needs. They make sure that all are included and children have equality of opportunity. They liaise well with parents to ensure children's personal interests are taken into account. Close relationships with parents are founded on trust and cooperation. The strong links developed reflect staff commitment to working in partnership, so that parents feel 'confident and assured' in leaving their child. Parents speak highly of the excellent quality of the care and education their children receive and the friendly, supportive and approachable staff. Staff share information about planned activities in children's 'digital learning journey files', assessment records, newsletters and on the notice board. Staff liaise closely with parents to support additional learning needs, which helps them focus very effectively on the inclusion of all children in planning. Close working links are established with a range of other professionals, to ensure developmental concerns do not present barriers to children's progress and enjoyment.

Staff are fully committed to promote good, child-centred practice. They strive continuously to improve children's play and learning experiences. Good progress has been made regarding recommendations made at the last inspection. Self-evaluation has resulted in an appropriate action plan which is ensuring the setting is improving continuously. The manager and her team are receptive to new ideas and are committed to doing their best for the children in their care. For example, plans are in place to improve both the outdoor and indoor play areas.

Staff have clear delegated roles and take responsibility for equal opportunities, behaviour and child protection. Policies and procedures support staff in their care of the children. However, on the first day of the inspection some records were not available for inspection. Staff complete child protection training and senior staff take responsibility for referring any concerns. The child protection policy is clear and easily available to parents, so parents are aware of the duty of the staff regarding keeping the children safe. Daily safety check lists and written risk assessments are in place, therefore children play and learn in a safe and secure environment.

## **The quality and standards of the early years provision**

Children are happy and confident and behave very well. The play environment is child-friendly and welcoming. Children with additional needs are fully supported by

skilled and enthusiastic staff who sensitively support them while ensuring their inclusion in activities. Staff routinely observe children's progress and use this information well to focus adult led activities. Parents share information about children's starting points and base-line assessments clearly link to 'development matters'. Staff are building individual 'learning journey' portfolios to reflect children's learning. Assessment profiles are used to track and monitor progress over all areas of learning. Effective use of photographs help to share the many and varied experiences enjoyed by their child. Staff are consistent when handling behaviour, always reinforcing the positive aspects, for example, lots of praise and 'stickers'. This boosts the children's self-esteem and helps them to learn about reasonable and responsible behaviour. Clear planning is in place which reflects all areas of the early learning goals and the individual learning needs of the children. Key staff are clear about the needs of each child and therefore can complete relevant observations. Children are busy throughout each session. Resources are mostly selected by staff, based on children's interests and requests. There is limited provision to allow accessible storage as the provision is shared with other service users. Children can ask for additional resources but staff are considering the impact, on children's extended independent learning in their freely chosen play and exploration.

Children learn about the natural world through seasonal activities. They enjoy planting bulbs, potatoes and carrots in the garden area and have great fun watering the plants outdoors. Children love to explore and investigate bugs and spiders using magnifying glasses. They also explore and investigate using the 'metal detector' discussing the properties for wood and metal. Another favourite recently instigated by the children was a topic exploring 'space'. The children made space ships and helmets from recycled materials and new vocabulary was instigated as children talked about astronauts, space shuttles and the planets. Children find out how people in other parts of the world enjoy celebrations, as they learn about Chinese New Year and Diwali. Children use their imagination as they build dens and recently enjoyed 'pirate week' dressing up with bandana's and building pirate ships. Children thoroughly enjoy singing favourite songs and rhymes and explore books and story sacks. In addition they have opportunities each week to borrow books from the library. Opportunities for mark making is incorporated into daily planning and children explore early writing skills with paint, shaving foam and with crayons on large pieces of lining paper.

The children's welfare is promoted well and the children are kept safe. They learn to keep themselves safe, and about their own community, as they enjoy a visit from a local police officer and the fire service. Children routinely wash their hands before snack, learning about personal hygiene. Children's health and well-being is supported effectively as they develop healthy eating habits, with fresh and dried fruit and drinks of milk and water offered at snack time. Children are learning about the importance of exercise to keep them healthy and enjoy daily opportunities to be outdoors playing with a range of equipment such as bikes, climbing apparatus. However, opportunities for exuberant outdoor play are less well planned.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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