

All Saints Preschool

Inspection report for early years provision

Unique reference number 311830
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Inspector Julie Morrison

Setting address All Saints Church Hall, Rowanwood Gardens, Gateshead,
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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 Pre-school was registered in 1997 and is run by a management committee. The setting operates from the church hall in the Lobley Hill area of Gateshead. They also have use of a small adjoining room and associated facilities. There is a space available for outdoor play. The pre-school is open Monday to Friday, from 09.15 until 11.45 term time only.

The setting is registered to care for a maximum of 30 children aged from two years to under five years at any one time. They currently have 20 children on roll in the early years age range. They are also registered to offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school employs three members of staff who work directly with the children, of these the manager holds a level 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Suitable procedures are in place to organise the setting, however, they do not have a named deputy in place. This is a breach of the legal requirements. The manager has a clear understanding of areas for development and satisfactory procedures have been established to monitor and evaluate the care and learning they provide, however, these do not effectively include all staff. Children are very happy and settled at the pre-school. Staff are enthusiastic and caring and provide a wide range of fun activities across all areas of learning. As a result, children are making good progress in their learning and development. Staff work closely with parents to gather relevant information to meet children's individual needs and ensure that all children are included well at the setting.

What steps need to be taken to improve provision further?

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

- develop planning to ensure that it is based on children's interests and implements identified next steps in their learning and development
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff, in order to identify priorities for development and improve outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that an appropriately qualified named deputy is in place to take charge in the absence of the manager.
(Suitable people)

21/09/2009

The leadership and management of the early years provision

A suitable range of policies and procedures are in place to support the safe and satisfactory management of the setting. However, these have not been updated in line with regulatory changes and some information is out of date. Clear written procedures are in place for the recruitment of new staff and the manager is appropriately qualified. However, they do not have a named deputy who holds an appropriate qualification, in place. This is a breach of the legal requirements. Written risk assessments for the indoor and outdoor space help to promote children's safety. This is combined with appropriate safety equipment, regular checks and close supervision of the children to further safeguard them. Staff protect children from harm as they have a good understanding of safeguarding children issues, including who to contact if they have any concerns about a child.

Satisfactory procedures are in place to monitor and evaluate the care and learning they provide. Staff are committed to working with their early years advisor to develop their practice and the manager has a clear understanding of areas for improvement. They have begun to make use of questionnaires to gather feedback from parents about the service provided. However, completion of the self-evaluation form and action plans do not fully take into account the views of all staff and the manager as they are completed by the administrator. This does not fully promote a culture of reflective practice which takes into account the views of others. The setting has positively addressed most of the recommendations from the previous inspection, for example, they have a clear record of children's attendance and have updated their complaints procedures. This helps to promote outcomes for children.

Very approachable and friendly staff have developed effective communication links with parents. Parents receive informative information packs prior to their child starting and staff make good use of information gathered from parents to inform them about children's individual needs. For example, their favourite toys and their interests along with information about medical and dietary needs. This helps to ensure that their individual needs can be met well. Regular verbal feedback along with termly parents evenings, ensures that parents are kept well informed about their child's care and learning. Feedback from parents is extremely positive; they speak very highly of the care and education that their children receive.

The quality and standards of the early years provision

Staff know the children well. They plan a variety of interesting and fun activities which cover all areas of learning. Individual files are in place to record observations of the children and assess progress towards the early learning goals. Staff have a good understanding of children's next steps in development, however, they have not fully developed procedures to ensure that next steps are implemented into the planning. This does not ensure that plans are based on children's individual needs and interests. Good use is made of the available space to allow children to move around freely and independently choose from a wide range of resources and activities.

Children are very settled and happy at the setting. They run in confidently and are interested, motivated and remain involved in the activities for extended periods of time. For example, carefully choosing a variety of objects to put into scales to make them balance. Their communication skills are developing well, for example, circle time allows children time to talk about what they have been doing, sing songs and join in with stories. A variety of jigsaws, shape sorters and computer games provide children with good opportunities to develop their problem solving skills. Children's learning is well supported by staff, for example, they encourage children to count how many spaces there are at the snack table and point out names which start with the same letters. Regular opportunities to play outside helps to promote children's physical development. They enjoy riding around on bikes, playing in sand and water and joining in games with the staff. These further support counting skills as staff encourage children to count the number of steps as they play 'what time is it Mr Wolf?' Activities, such as searching for bugs and discussing the seasons helps children to learn about the world around them, while celebrations of the Chinese New Year promotes their understanding of different cultures.

Well planned activities help children to begin to learn about how to keep themselves safe. For example, they receive visits from the police and 'lollipop' ladies to talk about road safety. Snack time provides opportunities for children to serve themselves and help clear away their plates. This helps children to develop their self-care skills and promotes independence. Staff understand the importance of providing a balanced range of healthy snacks and encourage children to talk about why they should eat healthily. For example, they discuss why milk is better than juice. Children at the pre-school are well behaved and play together well. Staff provide regular praise and encourage children to consider each others feelings. This helps to develop self-esteem and promotes positive behaviour.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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