

All Saints Pre-School Playgroup

Inspection report for early years provision

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Inspector	Judith Reed
Setting address	All Saints Church Hall, Petersfield Road, Winchester, Hampshire, SO23 0JD
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

All Saints Pre-School Playgroup is a committee-run group and opened in 1991. It operates from a church hall in the Highcliffe area of Winchester and it serves the local area. A large outside play area is available throughout the session. The pre-school opens each morning during school term time and sessions operate from 08:30 to 12:25.

The group is registered on the Early Years Register to care for 26 children in the early years age group. There are currently 35 children from two to the end of the early years age group on roll. Children attend for a variety of sessions. The setting currently supports both children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are currently six members of staff working with the children. All staff have suitable early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school is continuing to develop and improve. The staff team work well together to provide an accessible and inclusive environment where children help themselves and choose what they want to do. Equality and diversity is satisfactorily promoted. Staff make an honest evaluation of their practice and identify areas for improvement. This provides a sound basis for the continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- use observation and assessments of children's learning to inform planning to ensure their individual needs are met
- reorganise the session to improve outcomes for personal, social and emotional development
- ensure risk assessments are thorough and all hazards are included

The effectiveness of leadership and management of the early years provision

The pre-school staff have a professional approach to childcare and are committed to developing their own knowledge through ongoing training; they evaluate the provision and successfully identify areas for improvement. The pre-school is well organised and children's health and welfare are effectively underpinned because required policies, procedures and consents are in place. All staff are fully aware of safeguarding procedures. Robust recruitment procedures are in place and

references are always taken up. The required checks are carried out on both staff and committee members to ensure children are fully safeguarded. An annual appraisal process is in place and staff have found this a valuable experience to help target their ongoing personal development. Staff are deployed around the setting according to a rota, however, they support one another well and move around as required. Two members of staff remain outside with the children at all times. Risk assessments are in place and safety issues are checked each day, but the assessments do not include all risks. Staff and committee members demonstrate their commitment to improvement by immediately removing all risks and taking appropriate steps to ensure the pre-school is safe.

Staff make every effort to promote equality and diversity. They ensure that all children are welcomed into the setting and they provide easily accessible toys and equipment. Children help themselves to equipment and move around the activities as they choose. Staff build a working relationship with parents when children first come into the pre-school. They ensure all necessary forms and consents are completed and support parents as required. Children with special educational needs and/or disabilities are well supported by the trained and experienced special needs co-ordinator. She works closely with other professionals, including a speech therapist, to meet the children's individual needs. The special needs co-ordinator takes small groups of children into a separate room for 'language groups' when she uses visual prompt cards and Makaton sign language to support children's learning. These small group sessions target children who have speech and language difficulties, as well as those who speak English as an additional language. Pre-school staff also attend cluster group meetings with other early years providers. They link in with local schools to help ease children's transition, as well as working with advisors from the local authority and other professionals.

The pre-school staff work closely with parents to meet children's individual needs. They gather information regarding what children can do when they first start and use it to set children's starting points for learning. Parents are invited to contribute to their child's record of development by completing 'WOW' stickers with information about ongoing progress at home. These help parents to feel involved in their children's development. Parents are also invited into the pre-school to meet their child's key worker and talk about the record of achievement. Parents are invited to become members of the management committee and to attend the annual general meeting. They are kept informed through various notice boards and the regular newsletter.

The quality and standards of the early years provision and outcomes for children

Children enter the pre-school eagerly at the beginning of the session and immediately start their activities. They choose from a wide selection of toys and activities which are set out around the large hall and outside play areas. Staff have a sound awareness of the Early Years Foundation Stage and currently provide a continuous curriculum throughout the session. Staff employ reasonable teaching methods and remain calm. Most children are interested in the activities provided for part of the morning, however, some children do not respect the equipment and

behaviour deteriorates towards the end of the session. The children are experiencing very little personal, social, and emotional development during small group work as staff do not strike a balance between adult-led and child-initiated activities. Current planning is not helping to target learning and staff do not use the children's individual next steps in learning to plan their ongoing development. Key workers complete observations and make notes about incidental learning to add to children's individual records of achievement. They use photographs to illustrate activities and skills.

Children enjoy the writing area and help themselves to paper, pens and pencils. They sit at the table and create letters to post in the post box. Most children sit quietly at the end of the morning for the short story time. Children occasionally sit in the book corner and look at books independently. Staff play with the children and encourage their speech and language development. Children count the ice creams in a display. They also learn about smaller, biggest and medium sizes when completing a puzzle. Children develop an understanding of technology through using a camera, keyboards and sometimes a laptop computer. Children learn about the world around them through using toys which reflect diversity including puppets and dressing up clothes. They also see pictures around the room showing views of the world such as buildings, people and foods. Parents are invited to contribute to displays and demonstrate their own home language.

Children's creative development is encouraged and their artwork is displayed. They relish the opportunity to take part in free painting activities. They have a sheet of black paper and paint in very bright colours to depict fire works. Children also make glue or chalk pictures with black paper and tell staff 'It's a party!'. Children's physical development is promoted and they develop a healthy lifestyle and learn about the benefits of physical activity. Children spend lots of time outside in the spacious play area. They run around energetically and climb up steps to slide down the slide. Children and staff build an obstacle course together. The children tell staff where they want the obstacles to go and learn about turn-taking and safety issues. Other children move the slide and other equipment around to 'improve the course'.

Children enjoy the opportunity to have a healthy snack during the morning. They are reminded to wash their hands and collect their own personal place mat from their drawer before coming to the snack table. Children are offered a cracker, some apple slices and pieces of cheese. Independence is encouraged and children learn to place their used milk cartons into the rubbish bin and mop up their own small milk spills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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