

All Saints Pre-School

Inspection report for early years provision

Unique reference number	110240
Inspection date	06/10/2009
Inspector	Maria Lumley
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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*.

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.

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Description of the setting

All Saints Pre-School has been registered since 1995. It is a committee run group and operates from All Saints Church Hall in Lymington, Hampshire. The pre-school provides care for up to 18 children from age two to under eight years. The pre-school is open Monday to Friday, term time only from 9.15am to 12.15pm with a lunch club from 12.15pm to 13.15pm.

The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll, all of whom are in the early years age range. The pre-school is in receipt of the government funding for early education. The premises consists of a large hall with toilets, a kitchen and storage. There is an enclosed outdoor play area.

The pre-school employs a qualified manager who is supported by four members of staff, of whom three hold a recognised childcare qualification and one who is working towards Level 2.

The group is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and confident. They thrive in the child-orientated, friendly and welcoming environment. They receive positive support from staff who know individual children very well, this helps them to feel valued. The setting demonstrates good capacity to maintain continuous improvement, making many changes since their last inspection, improving outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop systems to obtain a regular two-way flow of information with other early years providers to ensure consistency with children's learning and progress is achieved
- develop the serving of snacks to improve children's health
- provide children with further opportunities to practise their emerging writing skills.

The effectiveness of leadership and management of the early years provision

Effective policies and procedures are followed to safeguard children and promote their ongoing safety and welfare. Staff have a secure awareness and

understanding of child protection issues and their responsibility to safeguard children. Daily risk assessments are completed to ensure the environment is safe, this includes checking sockets and resources. Staff are vigilant and closely supervise children and activities. They act immediately when they identify potential hazards in the changing environment. For example, mopping up water as children wash up to prevent slips. There are robust recruitment systems to determine staff's suitability and all visitors are required to sign in. Staff meet with relatives and friends that may collect children. In the case of emergencies passwords are used to ensure that children are handed over to suitable people. Staff have recently improved security at the setting by having a chain secured to the main door, this enables staff to see people before deciding whether to allow them entry.

Good use is made of the space within the large hall. Tables, chairs, carpets and cushions are positioned in the room, providing clearly defined areas for activities that covers all six areas of learning within the Early Years Foundation Stage (EYFS). The good range of resources capture children's interest and keep them occupied. Staff are well deployed at activities, providing children with support and encouragement. Children benefit from having access to a large outdoor area that is set up with a variety of large play equipment. In bad weather the hall is cleared and used for physical activities.

Equality and diversity is positively promoted within the setting to help children learn about people's differences and to respect and show care for others. There is a good range of resources in the setting to raise children's awareness of difference. Children learn about different cultures through planned activities, such as Chinese New Year. They use chopsticks to taste egg fried rice and noodles and practise Chinese writing. All children have equal access to resources and staff support children's choice of play when boys play with dolls and girls hammer nails. The children are well behaved and considerate of each other, learning to take turns and help each other.

Very good partnerships are established with parents and carers. Children and parents are warmly welcomed on arrival and staff take time to listen to their news and information. Parents complete documentation about children's likes, routines and abilities and keep them up to date through chats and use of emails. The parent notice board, along with regular newsletters are effective ways of keeping parents informed about events. Feedback from parents evidences their positive views on the provision and the care and education their children receive. Links with other early years providers that the children attend are not yet established. Consequently, consistency and continuity in the care and education children receive is not supported.

Staff are motivated and effective in driving ambition and continuous improvements. They have addressed recommendations made at the last inspection to make improvements to practice. For example, the introduction of planning by key workers has had a positive impact on the learning and development of individual children. Staff use several systems to evaluate the provision. This includes monitoring staff performance through annual appraisals. Staff demonstrate a commitment to ongoing training to ensure continued development. An annual joint self-evaluation with Hampshire county council is completed and

any areas for development addressed. The manager has completed parent questionnaires to seek their views of the provision.

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

Children have a positive disposition to their learning. On arrival they wait excitedly for the doors to open and rush in and settle at the wide range of activities on offer. They are confident and happy and have established close friendships with the staff and their friends. Children have a strong sense of belonging at the pre-school, enjoying looking at photographs of themselves and their friends on the 'Birthday train' display.

Staff have recently introduced new systems of planning. This is proving very effective as key workers are responsible for tailoring activities to meet each child's needs and to link in with their interests. For example, the current theme is 'Colours' and younger children enjoy experimenting with paints, becoming familiar with primary colours. More able children are challenged and they explore mixing colours. Some children recognise that shades are lighter when white paint is added, one child anticipates that red and white will make pink. Staff write most children's names on their art work, missing opportunities for children to make their own marks and develop their emerging writing skills. Each child has their own record of assessment that shows the progress they are making in line with the EYFS areas of learning and different stages. They are supported by photographs of the children in their play, samples of their work along with observations and their identified next steps.

Children are extremely confident communicators, talking freely to each other, staff and visitors. They use vocabulary to communicate their needs and express their views. One child talks about a visit to the zoo saying, 'I helped the zoo keeper. We had to clean the cages and feed the animals'. Other children sit listening with interest, waiting their turn before talking. Children have lots of opportunities to view books and they handle them with care, studying the cover and turning the pages in order. They instigate story time and a member of staff reads 'Fred the fire fighter' with animation capturing children's attention. The member of staff paces the story well and uses very good questioning to extend children's learning. Consequently, children learn about fire safety and the work of fire fighters as they discuss protective clothes and the dangers of smoke. As children play in the role play area, a child puts a cloth over their hands before removing food from the play oven saying, 'The cooker is hot, I don't want to get burnt'.

Staff ensure there are daily opportunities for physical play in the outdoor area or hall. Children join in action songs, jogging, marching, skipping and galloping around the room. They negotiate space and direction avoiding collision. Children have great fun during parachute games, moving their arms up and down to make the fabric flow fast and slow. One of the children says that the parachute is round, another child saying, 'It's a circle like a pizza'. Children are becoming aware of changes in their bodies and feel their hearts beating faster after physical activities. The provision of snacks ensures that children benefit from healthy nutritious foods

as they are offered a wide selection of sliced fruits. However, staff have not fully considered children's health as they select from a communal bowl. Children are developing their self care skills when they visit the bathroom throughout the session. Their independence is fully promoted as they stand on a step to reach the sink, liquid soap and paper towels to minimise cross infection. However, prior to snack time hand washing procedures are not as effective as they share a communal bowl of water in the hall.

Children take an active role in fundraising for different charities. For example, they plant daffodils in the park to support Marie Curie and make scones for cream teas to raise money for a local hospice. This makes children aware of people less fortunate than themselves.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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