



All Saints Children's Ventures Limited

Inspection report for early years provision

Unique Reference Number	EY289826
Inspection date	08 February 2006
Inspector	Frank William Kelly
Setting Address	All Saints Church, 93a Forefield Lane, Liverpool, Merseyside, L23 9TQ
Telephone number	0151 9245137 or 0151 531 0436
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Registered person	All Saints Children's Ventures Limited
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

All Saints Children's Ventures Playgroup and Out of School Club was registered in 2004 and is operated by a committee for an organisation. It operates from 2 rooms in the Church Hall premises of All Saints Church, which is situated in the Crosby area of Merseyside. A maximum of 24 children may attend the setting at any one time.

The club is open each weekday during term time from 09:00 to 11:30 and 15:00 to 18:00. The full day holiday scheme operates between 08:00 to 18:00. All children

have access to a fully enclosed outdoor play area. There are currently 40 children aged from 2 to 12-years-old on roll. Of these, 20 receive funding for Nursery Education. The setting cares for a number of children who have special needs or whom speak English as an additional language. Children who attend are from the local areas with many of those attending the after school club being collected from the nearby Forefield primary schools.

The club employs 6 staff, 5 of whom, including the manager, hold appropriate early years qualifications. There is 1 member of the staff currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The well written policies and procedures relating to good hygiene practices ensure that the staff are well informed. This allows them to implement consistent practice. The procedures helps to keep the children healthy and free from infection. Policies about the exclusion of children who are ill or infectious are shared with parents to further minimise the risk of spreading infection. All children are learning to attend to their own personal hygiene in a practical way. Many of the older children independently wash their hands prior to eating, after visiting the toilet, or following messy play. Some of the older children understand the need to use tissues, where to locate them and that they need to be disposed of in a safe and hygienic manner. They independently look for and place used tissues into the bin.

Children with specific health requirements are attended to well. Staff seek information and training to ensure that the safety and well-being of the children is paramount. Many of the staff have completed approved first-aid training. Individual key workers are familiar with, and aware of their roles, in cases of emergency.

Children enjoy a healthy diet that includes a variety of fresh fruit and vegetables; all of which are good for their health. Children sit together at snack times and develop good social skills, chatting freely to each other. Older children attending the after-school club have been learning about good nutrition, with staff talking to them about their eating habits, such as having too many sweets. Children have been learning about the benefits of eating fresh fruit and other healthy foods. They now run their own fruit tuck shop, taking turns to serve their peers. Children enjoy being able to purchase a range of healthy snacks including grapes and Kiwi fruits when they first arrive at the setting. Throughout the day, children have independent access to water, which they can pour themselves at any time they wish. Staff ensure that younger children stay suitably hydrated by encouraging them to drink at snack times. Staff meet children's individual dietary needs well, by using the good information gathered from parents. This is in relation to children's likes, dislikes and any other dietary requirements.

Children move with increasing control and judge space well when negotiating furniture and their peers, whilst moving around the setting. They enjoy many

opportunities to run around and be physical everyday. Staff use the space and resources both within the setting and in the wider community effectively. Older children enjoy the freedom of being outside. They gleefully show visitors how they jump from hoop to hoop, how they balance as they walk across the crates of their 'walking frame'. The children also chase around after bubbles. During the after-school club, staff engage the children in team games, such as football or a nature hunt around the garden. Inside the club, they eagerly join in the music and movement game of 'shoe in a bag'. Younger children are encouraged to use the smaller equipment inside, such as the slide or visit the local swing park as part of regular outings. Staff provide sufficient challenges for all children at different stages of their development. Children regularly manipulate dough well using their hands and a range of implements. They thread a range of items and use construction sets well. Children's fine motor skills are well fostered, as they competently use a wide range of tools, including scissors and tape. They use these tools during free play and creative activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in old but suitably maintained premises. Staff use the children's art and other work to create a warm and welcoming environment that is child-centred. Children benefit greatly from the use of safe, high quality, wide ranging resources. These are checked for safety, by staff, and set out well in defined areas. Children independently select equipment that is safely stored at low level. The available equipment supports children well, in many aspects of their learning.

There are well established procedures in place for keeping the children safe, both inside and outside of the setting. Children are protected from hazards, due to the regular risk assessments carried out. Staff have implemented clear policies and procedures concerning safety. The staff exercise vigilance in line with their responsibilities, such as monitoring the access to and from the setting. The registration system is effective, showing which staff and children are present. This helps to protect children's welfare. Children learn to take responsibility for their own safety as staff talk to them about the dangers of road safety whilst on outings or walking from school. They learn about safety whilst using real tools, during a well-supervised construction activity. They are encouraged to keep themselves and others safe, by gently reminding them to be careful when running around outside. They also urge caution when helping to brush up sand, so that others do not slip. Children are becoming familiar with the setting's emergency evacuation procedures, with practices carried out on a regular basis.

The children are further safeguarded as there are very good policies and procedures relating to child protection. Staff are familiar with the procedures and their understanding is further enhanced through regular training opportunities. This means staff have a clear understanding of their responsibilities and any action they need to take, thus helping keep the children safe and protected at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children have formed secure relationships with the staff and play happily alongside each other. They choose freely from the good range of resources available, such as sand, water, role play, puzzles and small world toys. All of these are suitable to their age and stage of development. Circle time and story sessions contribute to developing children's communication skills, as they learn to listen and take turns when speaking in group situations. The children are given good opportunities to be independent. They are actively encouraged to attend to their own needs, such as by putting on their own coats before going out to play.

The interesting and varied range of activities and resources made available, captures children's interests well. Staff are beginning to implement the 'Birth to three' matters framework with good effect. They have devised a good system whereby they monitor the progress of individual children. They do this by regularly checking on their development and recording their observations. This system serves to promote children's welfare. Staff work hard to enhance children's existing skills and build on what they already know.

Nursery Education

The quality of teaching and learning is good. Staff's secure knowledge of the Curriculum Guidance for the Foundation Stage has a positive impact on improving children's achievements, as they plan according to the children's different areas. Children make good progress in all areas of learning, due to well planned adult-led activities relating to themes, such as nursery rhymes. The careful planning and imaginative use of real items, such as bricks, planks, and spirit levels, combined with dressing up items, including hard hats and ear protectors enhances the children's learning and pleasure. The children confidently self-select resources and enjoy good opportunities to practise, experiment and consolidate their learning and skills. They get a chance to do this during free play. For example, children playing outside enjoy writing their names on the ground using chalks. Others experiment and follow their own ideas by adapting the planned building activity, by using the milk crates to build a walking frame instead of Humpty Dumpty's wall. Children's ability to express themselves in a variety of ways is fostered well, as they enjoy experimenting with a wide range of media and materials, such as paint, sand and dough.

Children listen with enjoyment to stories and songs, responding to what they have heard with relevant comments, questions or actions. They talk about the types of materials used to build the little pigs' homes. Children are using their growing literacy skills for real purposes, such as writing their names. Older children are forming recognisable letters, whilst younger children form symbols. The children proudly tell visitors that this means 'their name'. A good range of printed materials, pencils and notepads in the mark making area. This enables children to use and develop their growing literacy skills in imaginative play.

Children show a healthy interest in numbers and counting. They enjoy counting the eight candles they have made for the birthday cake whilst playing in the dough. They

recognise different groups of objects and use mathematical language to describe them, such as more or less. They use numbers as labels and talk about being four, or even having two elephants that eat. Staff use real situations well to consolidate children's learning of number. For example, children calculate how many cups and plates are needed at snack time. Children see numbers as labels in their environment, through charts or friezes, and have good access to resources featuring numerals in the role play areas, including telephones, tills or calculators.

Children demonstrate an understanding of their wider world, as they talk about going to America on a big boat, and how it is far away. They show a keen interest in the technology around them. For example, they listen to stories with the tape machine and headphones and demonstrating to adults how the calculator screen can be lifted up and angled. They have good skills when operating the mouse, whilst using the computer. Children have less opportunity to use programmable toys. Children demonstrate a sense of time and place, talking about Chinese New Year 'being last week'.

Children are familiar with different resources, such as paint, crayons, glue and adhesive tapes. They use them for their own purposes. The children eagerly use what is available to them to create props during their imaginative play. They create pens for the animals on the farm or wear cloaks and pretend to fly as they gleefully announce that they are 'Vampires'.

Helping children make a positive contribution

The provision is good.

Children develop good levels of self-esteem, and staff form close and caring relationships with children. All children are included, and their differences acknowledged and valued. Staff work closely with parents to address any additional needs. Positive steps are taken to promote the welfare and development of children with special needs, or whom speak English as an additional language. Staff liaise with outside agents and incorporate activities into the daily routines, thus helping them meet individual children's needs. Children learn about other cultures and celebrate different festivals such as, Chinese New Year and Diwali. The good quality resources reflect the diversity of today's society and staff seek unusual or different items, with which to engage children in discussion about similarities and differences. For example, during circle time, the children looked at the images on a tea towel that had been sent from South Africa. They learn that fruit is not always purchased from a shop or that drinking water does not always come from a tap.

Staff manage the children's behaviour well. They give good consideration to the children's stage of development and maturity. Effective strategies are used to reinforce good behaviour. Praise and encouragement are consistent and children mirror the good role models presented by the staff. Older children are encouraged to help and care for younger children, which effectively fosters their spiritual, moral, social and cultural development. Children are familiar with the boundaries and simple rules. They respond appropriately. Staff prompt good manners, giving children praise for their achievements. This helps boost their self-confidence and self-esteem.

The partnership with parents is good. There are good systems for sharing information about the individual child's needs, likes and wishes. Children benefit from the close relationship staff have with parents. Parents are relaxed and chatty when leaving and collecting their children, with much information shared both verbally and in the form of written messages during these times. Regular newsletters and some information about themes is shared. Parents are informed of the children's developmental progress through reports provided every four months. They are invited to contribute to the assessment records. There is some information about the Foundation Stage, however, there is less to inform parents about the individual stepping stones and how these can be achieved during the children's play and learning. Parents are invited to an open afternoon to chat with staff about their children's progress.

Organisation

The organisation is good.

Effective recruitment procedures are in place, and appropriate checks are conducted to ensure the suitability of staff before they are employed. The staff team have a wide range of professional and vocational qualifications and experience. They use these effectively in practice, providing the children with safe, stimulating care. Well written policies and procedures are shared and understood by staff and parents. All relevant documentation pertaining to the provision is appropriately maintained. The setting regularly reviews policies and procedures. It has already identified improvements for the operational plan and those required to reflect the recent changes to legislation.

The leadership and management is good. It has effective systems for induction and staff development. Consequently, the staff are informed and knowledgeable practitioners, who are clear about their roles and responsibilities. They make good use of their time and the resources to support and enhance the children's learning, safety and well-being. Children are settled, confident and have good independence. They make many choices about where and with what they wish to play with. The management demonstrates a commitment to improvement. It uses useful publications, such as Firm Foundations. They do this to help assess and evaluate their practice, and identify what action needs to be taken to improve the care for the children.

Overall, the setting meets the needs of all the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- revise policies and procedures such as those for bullying, and on going staff suitability and simplify the operational plan so that it helps parents understand how the setting operates on a day to day basis

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide parents with further information about the Foundation Stage and how the different aspects of children's play relates to the areas of learning and the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk