



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402123

DfES Number: 512202

INSPECTION DETAILS

Inspection Date 13/11/2003
Inspector Name Anita Bartram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Preschool
Setting Address All Saints Church
Springfield Green
Chelmsford
Essex
CM1 7HR

REGISTERED PROVIDER DETAILS

Name The Committee of All Saints Pre-school

ORGANISATION DETAILS

Name All Saints Pre-school
Address All Saints Church
Springfield Green
Chelmsford
Essex

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

All Saints Pre-school opened in 1985. It operates from a suite of rooms in the church hall of All Saints Church, Springfield. The pre-school serves the local area.

There are currently 22 children from 2 to 5 years on roll. This includes 13 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens three mornings and two afternoons a week during school term times. Sessions are from 09.30 until 12.00 and 12.15 until 14.45.

Eight part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

All Saints Pre-school provides satisfactory care for children.

The environment is warm and welcoming. There is a good amount of space which is mostly used appropriately to provide children with varied play opportunities. There is a wide range of resources and a good amount of time allocated for free-play where children are able to make independent choices in their play. Outdoor play space is currently limited due to the building constraints. All documentation is in place and is reviewed regularly.

Children are provided with a safe environment and staff have a good system for assessing any risks or hazards. Records are maintained to ensure that children's medical details are recorded and the necessary consent forms are requested. Children are encouraged to celebrate different cultures and festivals. Overall children are provided with varied foods to try. Staff are aware of current child protection procedures.

Children are able to select from a range of resources which cover the six areas of learning in the Foundation Stage. There are two sessions allocated for older children where more challenging opportunities are offered, although the differing learning needs of younger and older children are not always sufficiently accommodated during the other three sessions. Overall staff manage the children's behaviour appropriately. All the staff have a sound working knowledge of helping children with special educational needs.

Staff develop professional relationships with parents. There is some written information about the group's activities and parents find the staff very approachable. Parents are welcomed into the group at any time. Staff actively invite parents to help expand the children's experiences and awareness of other cultures.

What has improved since the last inspection?

not applicable

What is being done well?

- The resources are organised and listed effectively so staff are able to ensure that the daily range covers all six early learning goals.
- Staff are vigilant about the children's safety. They are deployed appropriately so that a member of staff can oversee the large climbing frame constantly.
- Staff are keen to help children celebrate and understand the differences and similarities between themselves and others. The staff take positive steps to include all families and encourage parents to share their cultures and celebrations with the children.
- Staff are effectively following the Code of Practice for Special Educational Needs. They have sound knowledge of child development and use this to help identify children's particular needs.

What needs to be improved?

- the child protection statement, so that procedures are in place should an allegation be made against a member of staff
- all the staff's understanding of effective behaviour management techniques so that children have consistent boundaries.
- the organisation of time and space to help meet different children's learning needs

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Give consideration to the organisation of time and space to help meet different children's learning needs.
11	Develop all staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
13	Ensure that the child protection statement for the pre-school complies with local Area Child Protection Committee (ACPC) procedures (this refers to the procedure that would be followed in the event of an allegation against a member of staff).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Provision for nursery education at All Saints Pre-School is generally good. It enables children to make very good progress in physical, and in personal, social and emotional development. Children are making generally good progress towards all other early learning goals.

The quality of teaching is generally good. Staff aim two sessions towards helping older children play and learn away from the distraction of younger children. During these sessions staff interact more purposefully to extend children's thinking and understanding. Staff use questioning and work directly with children to read stories, play games and act out stories. Staff include early learning goals to plan daily resources and identify some stepping stones in assessment records. There is no planning for specific activities and staff do not plan particular learning outcomes for children.

Overall, staff have higher expectations of the same children during the afternoon sessions than during the mornings and as a result, older children have less challenge during morning sessions. There is a good amount of space and a high number of adults available, although these are not fully maximised to provide regular opportunities for different children to learn in groups more suited to their level of understanding, or to site resources such as the computer so children can have more frequent access to ICT.

Leadership and management of the pre-school is generally good. The supervisor leads a long standing team who work well together and attend relevant training. The committee delegate most responsibilities to staff and the supervisor is particularly instrumental in the group's successful operation. There are informal systems to assess the group's strengths and weaknesses.

Partnership with parents is generally good. Parents find staff approachable and feel confident to offer comments. They receive regular verbal feedback about their child's progress, although many are unaware of children's records.

What is being done well?

- Children's personal, social and emotional development is very good. Children
- are able to operate independently in self-chosen activities. They make choices and organise themselves and each other well.
- Children's physical development is very good. They enjoy movement during stories and songs led by adults, and they enjoy making up their own movements to support a game. For example, children initiate walking around the room with arms outstretched being crocodiles, saying 'snap, snap, snap'.
- There are good working relationships between staff and parents. Staff work

well as a team and keep parents informed about their child's progress through verbal feedback on an 'as and when needed' basis.

What needs to be improved?

- the overall planning so that staff are able to prepare activities in advance that have focus and relevance to the children's learning needs
- the organisation of time and space to more effectively accommodate different children's age and level of understanding.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the one key issue identified at the previous inspection, resulting in some improvements being made to the educational programme. There is now a key worker system in place and staff are now clear about who takes responsibility for providing a craft activity, story or snack each day. However, although staff provide activities there is no planning to allow staff to prepare aims and intended outcomes for the children's learning. This results in activities where the purpose to both staff and children is unclear.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work independently during free play. They make choices and organise themselves well. For example, they independently put on aprons, find paper, paint, hang pictures to dry and wash their hands. They persevere at their chosen activity for good lengths of time and play co-operatively together. Many children are developing a good sense of the community they live in and enjoy participating in activities that help them to understand differences and similarities of other children's cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's early handwriting skills are developing very effectively and all happily participate in activities requiring hand-eye co-ordination. Younger children confidently attempt to write their name and give meaning to marks and many older children write their name correctly. There are very good arrangements for children to hear stories from adults, although the organisation of the book area does not fully enable them to look quietly at books alone or use them as reference tools within play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children are beginning to use number language in their play, such as more, big, smaller than, up, down, and half. Many children understand the concept of number and are able to count purposefully up to ten. Older children are beginning to appreciate simple addition and subtraction. Many children do not have sound knowledge of shape, and although older children can recognise some simple 2D shapes, their knowledge does not extend into more complex 2D shapes or 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use tools purposefully to cut, mould and design. They readily use pencils to write their names on drawings etc. Children are developing a sense of time and recount past personal events with phrases such as 'when I was' or 'months ago'. Children's skills to explore and investigate are inhibited due to limited provision for them to observe and manipulate objects. Children's frequent and regular practice of more complex ICT skills is restricted due to organisation of resources and space.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Most children move freely and with pleasure. They experiment with new ways of moving such as on tiptoes. They negotiate space successfully; they line up behind each other on the small climbing frame deck to wait patiently for a turn on the slide, they manoeuvre into a space to play with cars on the floor. Many children are aware of their own health and how to care for themselves. For example, they wash their hands when they are dirty or sit down to rest when they are tired.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Most children show a very keen interest in musical instruments and enjoy exploring the variety of sounds. Older children willingly engage in adult led stories that involve actions and bodily movements. They can confidently repeat a sequence of movements and organise themselves according to the story's events. Children's exploration of the differences and similarities of textures are restricted due to infrequent opportunities for children to freely experience a variety of tactile activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- extend the overall planning so that staff are clear about the aims for activities and how the activities meet children's learning needs as identified through the assessment records
- give greater consideration as to how the organisation of time, space and resources can more effectively accommodate different children's age and level of understanding, and how the older children's learning experiences can be extended.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.