



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 155086

DfES Number: 524311

INSPECTION DETAILS

Inspection Date 20/01/2004
Inspector Name Pauline Nazarkardeh

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Pre-School
Setting Address All Saints Church Hall
Melbourne Road
Leyton
London
E10

REGISTERED PROVIDER DETAILS

Name The Committee of All Saints 1062504

ORGANISATION DETAILS

Name All Saints
Address The Vicarage, 47
Melbourne Road
London
E10 7HF

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 has been registered since 1993. It operates from the hall of All Saints church. It is located in a residential side street off a main road in Leyton. The provision is managed by an elected committee made up of parents and members of the church. The Pre School serves the local area.

There are currently 30 children from 2 to 5 years attending. This includes 14 funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 until 12.15. Areas accessible to children include the main hall, rear group room, ground floor W/C and garden.

Nine part time and full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3, two staff are working towards a qualification.

The group is part of the local early Years development and Childcare Partnership.

How good is the Day Care?

All Saints Pre-School provides a good standard of care for children. The staff know and understand the children they care for and ensure children's individual needs are met. The premises are warm and welcoming and provide space for children to play. There is a range of toys, resources and equipment available and accessible to children.

The staff show a good understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children and to monitor their movements while at the group. There is a child protection procedure however parents are not made aware of the group's responsibilities in relation to reporting concerns.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's independence is generally encouraged, however this is not carried through to the organisation and planning of snack time.

Parents are provided with written information about the pre-school in the form of policies and procedures and a parent's handbook. Staff spend time exchanging information with parents about their children each day. They also provide written reports when children leave and aim to work in partnership with the parents.

Documentation is well organised with established systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. Many of the children and their families speak English as an additional language however this is not reflected in the written information for parents.

What has improved since the last inspection?

Since the last inspection the group have undertaken an accreditation with the pre-school learning alliance. All action identified at the last inspection have been effectively addressed. This has brought about improvements being made to snack time and in children been able to access some toys independently

What is being done well?

- A stimulating range of activities are offered which are well set out, enabling children to make choices from these activities and develop their own ideas.
- The diversity of the community's race, gender and ability are positively reflected by posters, books, resources and in children's play.
- Children's safety is effectively monitored through thorough risk assessment and regular safety checks.

What needs to be improved?

- opportunities for children to be more involved in the preparing and serving of there food at snack times
- the information for parents regarding reporting child protection issues
- information for parents in their first language.

Outcome of the inspection

Good

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
8	develop children's independence at snack time.
12	provide opportunities for parents, when necessary, to receive information in their first language
13	inform parents of staff's responsibilities to report child protection concerns.

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

How effective is the nursery education?

All Saints Pre School provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. There is a wide range of equipment that supports children's progress in their learning, there are too few opportunities for children to develop their learning in the areas of personal social and emotional development, mathematical and knowledge and understanding of the world. Children learn through a balance of play and more formal activities.

The teaching is generally good, interesting activities are planned and provided. These are always set out by staff and as a result children have less opportunity to develop their play and learning or use their own ideas. Staff are not always clear about how activities could be extended for more able children this is noticeable in children's understanding of mathematical concepts. Children relate well to each other and their behaviour is good.

An assessment system has been put in place to monitor and record children's progress, the staff are aware that this needs developing to cover the next steps in the children's learning. The systems in place to provide support for children who do not use English as their first language has some weaknesses.

Leadership and management is generally good, the Playgroup benefits from management and leadership by example. Staff want to develop their knowledge and skills and time is provided for staff training, and for discussion and planning.

Partnership with parents is generally good. Parents receive information about the playgroup and are able to visit prior to their children starting. There is little written information for parents who speak English as a second language. Parents are able to access children's records of achievement and to meet with staff to discuss their children's progress.

What is being done well?

- The pre-school provides a welcoming and stimulating environment in which children can socialise and participate in a range of activities which supports their development.
- Children's behaviour is very good they listen well and contribute to discussions with confidence.
- Children's imaginative play is well developed, role play areas are well equipped and children's imagination is further stimulated by good props at story time.

What needs to be improved?

- opportunities for children to develop their independence in self selecting equipment and at snack times.
- the range of activities to encourage more able children to develop their mathematical skills.
- observations, assessment and planning which includes and identifies the next steps in children's learning.
- opportunities for children to investigate and experiment how and why things happen and to learn about living things.
- staff knowledge and understanding of the Foundation Stage Curriculum.

What has improved since the last inspection?

The group has made generally good progress since the last inspection, all key issues identified then have been addressed and the group continues to develop a system for planning observation and assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings they show an understanding about how others might feel. The children relate well to each other and to adults. They are able to wait and to take turns. There are however too few opportunities for children to self select equipment and to develop their own ideas and to practice and refine skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication language and literacy is very good. Children talk confidently, sharing their ideas and making their needs known. Staff support activities, fostering children's language development and extending their vocabulary. Children enjoy listening to stories and they use books independently. Children are encouraged to develop their skills, "would you like to write your name on your picture" and they have opportunities to write in their free play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are used to introduce children to addition and subtraction. Children use mathematical language, however the more capable children are not been extended in this area. Within practical activities staff help the children to use their growing mathematical knowledge, for example, measuring toys and equipment in the group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The programme for knowledge and understanding of the world is generally good. Children are learning about a range of cultural and religious beliefs through planned topics and resources. There are limited opportunities for children to investigate and experiment how and why things happen and to learn about living things. Children have opportunities to build with a range of construction equipment, and have opportunities to learn about every day technology

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in the area of physical development is very good. Children can follow instructions to, balance, hop, skip and jump. They are able to negotiate space and can move with confidence and agility. Children use a wide range of equipment with confidence and control. They are learning how to care for themselves and are able to wash and dress themselves, they practice this skill in the home corner. Through topic work they are learning to understand the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use an extensive range of resources to explore colour and texture in two and three dimensions and to respond in a variety of ways to what they see, hear, and feel. They particularly enjoyed doing this with the animal puppets. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis.

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

- Key Issues
- Develop the planning and assessment systems to ensure all aspects of learning is covered, the next steps for children are identified and this is incorporated into the activity plans.
- Create more opportunities for all children to develop their understanding of mathematical concepts.
- Provide more opportunities for children to investigate and experiment how and why things happen and to learn about living things.
- Provide opportunities for children to develop their independence in self selecting equipment.

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.