



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109925

DfES Number: 511951

### INSPECTION DETAILS

Inspection Date 11/11/2003  
Inspector Name Hazel Farrant

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name All Saints Pre-School  
Setting Address Church Hall  
Chapel Lane, Cove  
Farnborough  
Hampshire  
GU14 9BL

### REGISTERED PROVIDER DETAILS

Name All Saints Pre-School 1031843

### ORGANISATION DETAILS

Name All Saints Pre-School  
Address AS BEFORE  
U/A

## 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 is a committee run group and was first established approximately 26 years ago and serves the local community. It is held in a church hall off a busy residential road in Cove, Farnborough. The group has access to the main hall, an adjoining room, kitchen and toilets. A small grassy area can be cordoned off for outdoor play.

There are currently 43 children from two years to five years on roll, although children are usually aged two years and nine months before being offered a place. Children attend a variety of sessions each week. There are 29 funded three years olds. Presently there are no funded four year olds or children with special educational needs attending. One child speaks English as an additional language.

The playgroup offers up to five sessions a week during term time only. Sessions are from 09.30 to 12.00 and 12.30 to 15:00 term time only.

Seven members of staff work with the children, some on a part time basis. Staff are very experienced, most have a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP)

### How good is the Day Care?

All Saints Pre-School offers satisfactory care for children. The staff work well together as a team to provide a warm and welcoming environment where children and parents are made to feel welcome. Children are happy and settled within the setting and have access to a range of activities and resources. This needs to be developed to include resources that reflect all the languages spoken within the setting and opportunities for displaying children's work and posters. Over half the staff hold relevant early years qualifications to at least NVQ level 3 and regularly attend training. Most of the required documentation is in place, however areas of improvement have been highlighted.

Staff are aware of children's health and safety within the premises and undertake regular risk assessments. However hot radiators, pipes and kitchen require being made safe or inaccessible. Hand washing procedures to be reviewed to ensure good hygiene. There are procedures in place to accurately record all accidents and administration of medication. Consents are not held for all children to administer first aid or emergency medical treatment. Children's individual dietary requirements need to be recorded.

The staff are friendly and approachable, they know the individual children well, the staff ratios in place provide children with a high level of adult support within the session. The key worker system and methods for recording children's development ensure that the individual children's needs are met. Staff reinforce the rules and boundaries set within the nursery and this ensures that the children feel secure within the environment.

Staff and parents have developed good relationships. Parents receive a full copy of all the policies and procedures in place. Parent evenings are held each year and offer parents time to discuss their child's progress within the setting. An exchange of information also takes place at the beginning and end of each session.

#### **What has improved since the last inspection?**

The previous inspection was a transitional inspection and did not highlight areas for improvement.

#### **What is being done well?**

- Extra staff are employed to assist the pre-school staff in kitchen and administration duties. This ensures staff are available to provide a high level of support to the children throughout the session. A high percentage of staff hold an early years qualification. Annual staff appraisals are completed and all staff are encouraged to attend regular training.
- Staff provide a fun and stimulating environment where children are happy and settled in their environment. Children have access to a good range of toys and resources. Staff use good questioning techniques to extend children's knowledge and understanding.
- Children relate well to staff and each other, co-operate and are well behaved. Children show care and consideration towards one another. The staff are caring and provide good role models, which encourage the children in their own relationships.
- Good relationships have developed between staff and parents; they regularly exchange information regarding the child's progress within the setting. This includes a written progress report that is discussed during parent's evening.

#### **What needs to be improved?**

- safety within the nursery to be reviewed to include: kitchen, hot radiators and pipes to be made safe or inaccessible.
- hand washing procedures to be reviewed to ensure good hygiene practices are in place
- multicultural resources to be extended to reflect all languages spoken within the group
- opportunities for displaying children's work and posters
- review and update records and documentation to include: lost child procedure, keep accurate record of arrival and departure of children, staff, volunteers and visitors, bullying statement added to behaviour management policy, complaints procedure to refer to Ofsted, a procedure to be followed in the event of an allegation being made against a member of staff or volunteer added to child protection statement, dietary requirements added to registration form, parental consent for emergency treatment or advice, photographs and videos.

### 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 must take the following actions by the date shown

Std	Action	Date
2	Ensure policy for lost child is in place.	31/01/2004

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

Std	Recommendation
4	provide opportunities for displaying children's work and posters
6	review safety indoors
7	ensure good hygiene practices are in place regarding hand washing
9	ensure that all children have an appropriate range of activities and resources that promote equality of opportunity

14	review and update documentation
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Provision at All Saints Pre-school is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. The children make generally good progress in all six areas of development through a suitable planned program of activities.

Teaching is generally good. Staff provide a varied program of activities that the children enjoy to enable them to make good progress to the early learning goals. Staff are caring and know the children well. They use suitable questioning techniques to extend children's thinking and learning. However staff do not use equipment to its full benefit for example the remote control cars and music mat.

Leadership and management are generally good. Staff are effectively deployed and work well together as a team. The committee show a high level of involvement and support to the staff to work together to continually improve the provision. Committee chair and the supervisor are aware of the roles and responsibilities and meet regularly to ensure the smooth running of the provision. Systems for effective monitoring and evaluation of all aspects of the provision are being developed.

Partnership with parents is generally good. Parents have good regard for the staff and provision. They support the staff well as committee members and through fund raising for new equipment. Parents are given good quality information about their children's progress on informal daily basis and at planned meetings. However parents need more opportunities to contribute to their child's learning.

### What is being done well?

- Children behave well as a result of staff's consistent approach and praise and encouragement. They share toys, are co-operative and know the routine well.
- Children are confident to talk to each other and all adults in the group. They happily share their experiences of home.
- Staff provide a range of activities that are fun and the children join in enthusiastically to develop physical skills. They enjoy throwing balls at targets and use tools well to develop manipulative skills.
- Interesting activities are provided to reinforce number recognition, children enjoyed printing with corks filling in the numbers from one to four. Most children confidently count to five and some to ten.

### What needs to be improved?

- opportunities for children to express their own imaginations during craft activities through freely accessible resources and materials

- the ability for children to experience writing for a variety of purposes, link letters to sounds and become aware of the direction of print
- resources to reflect the different backgrounds and languages of children in the group
- systems for monitoring and evaluating all aspects of the provision including the use of equipment.

### **What has improved since the last inspection?**

There has been generally good improvement since the last inspection but one issue is still to be addressed.

Planning is now linked to the early learning goals and incorporates all areas of development. Whilst still topic based the new planning and assessment system is clearly linked to the stepping stones.

Staff miss opportunities to show direction of print when reading stories. Children are not given sufficient opportunities to write for variety of purpose for example in the role play area. Children sometimes write their name on work. This key issue is to be carried forward.

Musical instruments are available. Planning and discussion shows children have opportunities to express themselves and develop listening skills through music and movement activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children take turns and share for example at the fishing game. They are co-operative and know the rules such as not running. They independently select activities from those provided. Children are keen to initiate conversation with each other and adults. They can sit quietly at appropriate times for example at story time and when waiting for turns at PE sessions. Staff miss opportunities to acknowledge children's differences including culture.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children recognise and write their names but they need more opportunities to write for a variety of purposes. They use language for thinking particularly when playing with small world figures and role play. They are confident to talk to each other and talk about their home and families. Children enjoy listening to stories and join in with enthusiasm. They need to develop more phonic awareness.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children readily count up to five and some beyond, recognising numbers up to four through interesting activities such as printing numbers with cork circles and counting numbers of children at registration. They compare size using appropriate mathematical language at the playdough table and learn about volume and capacity spooning oats into containers such as bottles and cups tipping and pouring. Children use counting songs to learn about addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy modelling with playdough using a variety of techniques and appropriate tools. Children use the garden to grow plants to notice change over time. They learn about their own cultures and are happy to talk about them during circle time. Children do not have enough opportunities to explore other cultures and beliefs. Technological equipment is available but is not effectively used.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

A variety of materials and objects and various tools and equipment are provided to enable children to develop good manipulative skills. Children happily construct models from toys such as interstar and recycled materials. Staff develop a good program to enable children to develop climbing and balancing skills. Children throw balls with increasing skills at a target.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Staff provide good opportunities for children to express and communicate their creativity in role play and small world toys. Children use range of tools to make models with playdough such as cutters and rolling pins of various shapes and textures. They enjoy singing songs and join in with enthusiasm. Presentation of craft activities does not always allow children to develop their own imagination and creativity.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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**

- Provide opportunities for children to express their own imaginations during craft activities through freely accessible resources and materials
- Plan for children to experience writing for a variety of purposes, link letters to sounds and become aware of the direction of print.
- Develop resources to reflect the different backgrounds and languages of children in the group.
- Improve systems for monitoring and evaluating all aspects of the provision including the use of 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.*