



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY286604

DfES Number: 580489

### INSPECTION DETAILS

Inspection Date 27/01/2005  
Inspector Name Greg Wolff

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name All Saints Pre School  
Setting Address All Saints House  
Romford Road  
Chigwell  
Essex  
IG7 4QD

### REGISTERED PROVIDER DETAILS

Name Mrs Nicola Louise Kenny

## 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 privately owned pre-school. It opened in 2004 and operates from a large hall and kitchen in the grounds of All Saints Church in Chigwell. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 09:30 to 12:15 from Monday to Wednesday and from 09:30 to 13:00 on Thursdays and Fridays for 38 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from 2 to under 5 years on roll. Of these, 23 children receive funding for nursery education. Children come from within the local community. The pre-school currently supports a number of children with special educational needs.

The pre-school employs eight permanent staff and there are two staff on placement. Six of the staff hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

All Saints Pre-School provides good care for children.

The organisation of the setting is good and the operational plan is effectively implemented by the staff. The site is used well and the children and parents are made to feel very welcome. The setting is visually reflective of an equal opportunities environment. Appropriate toys and equipment are in good supply throughout. Documentation required for children's details is in good order, though parents must sign their consent for staff to seek emergency medical advice or treatment if required.

The children are kept safe and secure on the site, though the daily register must show times of their arrival and departure. There is a written risk assessment in place and staff are vigilant in the supervision of the children. There are good procedures for staff to follow in case of an emergency. There are appropriate hygiene

procedures in place and staff are fully aware of children's medical needs. However, details of children's doctors need to be obtained. The staff interact effectively with the children and get to know them as individuals. Staff are aware of their responsibilities with regards to protecting children, though the child protection statement requires updating.

There is a very full range of activities on offer which are fun and stimulating. The staff take steps to ensure that all children are valued and respected and that they have equal access to the activities. The staff effectively use positive methods to manage the children's behaviour, which is good. Snacks are healthy and drinks are made available to all children.

The staff create a warm and inviting environment for parents and children alike. Parents are kept informed about their children's activities through daily feedback and staff are always available to speak to parents.

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

This is All Saints Pre-School's first inspection.

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

- The staff use praise and encouragement during the course of the sessions to promote good behaviour and help teach children right from wrong. This is reflected in the children's behaviour and the way they relate to staff and visitors to the club.
- Staff provide a wide range of activities which support the children's learning through play.
- The staff organise the premises effectively to ensure that the needs of all children are met. The pre-school is well furnished and resourced.
- The staff ensure that all children are included and that toys and other resources promote equality of opportunity and celebrate diversity.
- Staff regularly attend training to ensure that the children benefit from the most up to date practice.

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

- procedure for completing the daily register
- procedure for ensuring that all relevant children's details are obtained
- the child protection statement
- procedure for obtaining all required signatures of parental consent.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out**

**from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
2	Ensure that the daily register shows times of arrival and departure of children.
6	Obtain written parental consent for seeking emergency medical advice or treatment if required.
7	Ensure that details of the children's doctor are obtained prior to attendance.
13	Ensure that the child protection statement includes the procedure to be followed in case of an allegation being made against a member of staff.

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

### How effective is the nursery education?

The provision for nursery education at All Saints Pre-School is generally good. Children make very good progress towards the early learning goals in personal, social and emotional development, mathematical development and physical development. They make generally good progress in knowledge and understanding of the world and creative development but progress is significantly weak in communication, language and literacy.

The quality of teaching is generally good. Staff have a developing understanding of the Foundation Stage. They use long, medium and short term plans to ensure a range of purposeful activities are available to promote children's learning towards most of the early learning goals. Staff make regular observations of the children and get to know them well. They use this information to inform the short term planning. This ensures children are well supported, in particular those with special educational needs.

Staff create an interesting, comfortable learning environment where children know the routines well. Staff and children develop warm and friendly relationships. Children's behaviour is good and they are helpful and co-operative. Staff interact meaningfully with the children both individually and in group situations.

Leadership and management is generally good. The owner demonstrates an understanding of her responsibilities and she liaises regularly with the staff. There is a commitment to training that has a positive effect on the educational programme. The staff are a cohesive team and work effectively together. They have designated roles of responsibility within the pre-school and are active in reviewing their own practice.

The partnership with parents is generally good. Parents have access to information about how the children learn within the setting through the prospectus and displays. Staff have positive relationships with parents and share details about the children's learning with them.

### What is being done well?

- Staff actively promote children's self esteem and sense of belonging to the pre-school community. Children's work is displayed appropriately around the hall and this demonstrates to the children that their efforts are valued. Staff regularly praise and encourage the children, whose behaviour is good.
- Staff give good support to children with special educational needs. They work with parents and other agencies to ensure that children have full and equal access to all learning activities
- and that they can take part in group situations.

- Staff provide a range of resources and opportunities for children to say and use number names in a variety of contexts. They plan activities to include the use of numbers and also use spontaneous group activities to support children's learning.
- Staff provide a range of opportunities for children to develop physically. Children use tools and small construction materials confidently and with success. They have access to large climbing equipment and play resources which ensures that they exercise fully and remain healthy and active.
- Staff provide regular access to a computer and children are able to use it independently and with confidence for a variety of purposes.

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

- opportunities for children to use writing for a variety of purposes
- opportunities for children to use all their senses
- opportunities for children to read simple sentences in a range of texts
- opportunities for more able children to be challenged by the activities on offer.

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

This is All Saints pre-School's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show interest in their chosen activities and concentrate well. They are eager to try new things and have a sense of pride in their achievements. They work co-operatively together and form good relationships with their peers and adults. Children's behaviour is good. They show care and concern for others and the resources they use. They learn about being part of the community and the wider world. They develop independence and confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children talk about real and imaginary events as they play. They use basic vocabulary they have learned in their conversations. They listen to others and mostly join in with songs and discussions appropriately. However they have few opportunities for reading books. Children write their own names on their drawings but opportunities for writing for a variety of purposes need to be developed.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably during the course of routine tasks such as determining group sizes. They recognise and use number names when using puzzles and games. They solve simple number problems and talk about more and less. They learn and use mathematical language. They investigate 2 and 3D shapes when using a range of equipment including construction toys and junk modelling. They measure, compare and discuss height, length, weight and volume through practical, everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate a range of natural materials such as leaves and water. They have regular access to a computer and use it confidently. They design and build using construction sets and recycled materials. They learn about the passage of time, look at the seasons and talk about past experiences. They examine where they live and the natural world and celebrate a variety of festivals through planned topics. However, opportunities for using all their senses are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and skill when using the range of large physical equipment available. They have a good awareness of themselves, space and others for example when they choose somewhere to sit during group activities. They learn about healthy eating at snack time or through planned themes. Children develop good motor control and hand eye co-ordination using tools such as paint brushes, scissors and pencils.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children draw, paint and make models. They mix colours and observe the results. They join in with singing sessions and have access to musical instruments, which they use to learn about rhythm and tone. They enjoy the different themes in the role play area but there are few opportunities for them to develop their own detailed imaginative play. They have little chance to express their ideas in response to activities planned to develop their senses.

**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**

- plan and provide opportunities for children to develop and practise writing in a range of different contexts so that they become confident in forming letters and linking them to the sounds they represent
- plan and provide opportunities for children to read simple sentences in a variety of texts so that they learn new vocabulary
- plan and provide opportunities for more able children to be challenged by the activities on offer
- plan and provide opportunities for children to develop all their senses by using them in a variety of situations.

*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.*