



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109970

DfES Number: 517930

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Carole Gronow

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Pre-School Playgroup
Setting Address All Saints Church Hall
Petersfield Road
Winchester
Hampshire
SO23 0JD

REGISTERED PROVIDER DETAILS

Name The Committee of All Saints Pre-School

ORGANISATION DETAILS

Name All Saints Pre-School
Address All Saints Church Hall
Petersfield Road
Winchester
Hampshire
SO23 0JD

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 Playgroup is a committee run group and opened in 1991. It operates from a church hall in the Highcliffe area of Winchester and it serves the local area.

There are currently 21 children from two to four years on the roll. This includes five funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports both children with special needs and those who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 to 11.45 Tuesday to Friday and 12:45 to 15:15 on a Monday.

Four full-time and two part-time staff work with the children. The majority of staff have an early years qualifications to NVQ level 2 or 3. The pre-school has access to support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

All Saints Pre-School Playgroup provides good quality care for children.

The staff at the pre-school are consistent and long serving, and most of them hold an early years qualification. The pre-school premises are welcoming to children and their families and there is an outside play area, which children use most days. Space in the hall is organised effectively so that children can move around freely and safely whilst experiencing a range of play opportunities. The play provision offered covers most areas of learning.

The pre-school places great importance on ensuring that children are both safe and secure. Staff discuss good hygiene practise with the children and staff are also aware of and meet the needs of children with special dietary requirements. Staff have a good awareness of child protection issues and their responsibility to protect

children.

Staff develop good relationships with the children who are happy, settled and confident. The pre-school liaises well with parents and professionals in order to ensure that children's differences are valued. There is an established behaviour management policy which all staff are familiar with and work to.

Parents feel welcome at the group and find that the staff are friendly and helpful. They know who their child's key worker is and talk to them. Regular informal exchanges of information ensure that the individual care needs of all children are met. The majority of the required policies and procedures are in place and they are regularly reviewed, although parents are not always aware of them.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff develop good relationships with the children. The staff and children talk to each other and staff respond warmly to the children. Staff constantly ask children questions in order to encourage them to listen and extend their language. Staff use lots of praise and they help children develop their independence. The children are familiar with the routines of the pre-school such as tidy up time and follow them on a time-line by moving the arrow on to the next activity. They are encouraged to pour their own drinks at break time and enjoy helping to tidy up and put toys away at the end of free play.
- Staff are effective in ensuring the security of children when they are at the pre-school. Children have to be taken into the room to be registered and collected from the room. A senior member of staff remains by the main entrance in order to make sure that children cannot leave unaccompanied. Parents have to write in a book if a different person is collecting a child and the identity of the person is checked before the child is released.
- Staff in the pre-school are consistent, positive role models and interact well with the children. Children are aware of the rules and respond accordingly. For example, they know when to tidy up and do so, where they can and cannot go in the playground and when they have to wash their hands. As a result children's behaviour is good.
- The pre-school recognises the importance of healthy eating and promotes this with the children. Fresh fruit is always offered at snack time along with other food and milk and water to drink. Children know that milk is good for their teeth.

What needs to be improved?

- a written statement of the procedure to be followed if a parent fails to collect a child

- the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
- the information given to parents about policies and procedures

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	Make available to parents a written statement of the procedure to be followed in the event of a parent failing to collect a child.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
12	Provide parents with written details about the pre-school's policies and procedures.

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

How effective is the nursery education?

All Saints Pre-School Playgroup provides nursery education of good quality overall. Children are making very good progress towards the early learning goals in all the areas of learning.

The quality of teaching is very good. All staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. An effective key worker system ensures that staff have good knowledge of individual children. They regularly record children's achievements and records show areas to be targeted for development. Staff use appropriate teaching methods, asking questions and making suggestions that promote learning. They engage children in conversation, developing language skills and including counting throughout activities. They help all children to enjoy books and stories. The staff encourage and praise children and are flexible to deviate from the plans to make the most of spontaneous opportunities, for example playing outside for a session when it snowed.

The leadership and management is generally good. Staff work well together as a team, have regular team meetings, and frequently share information through discussion. They are enthusiastic and take every opportunity to increase their knowledge through training. They all have a development plan. There is not yet a system in place to evaluate the setting's strengths and weaknesses or for staff appraisal.

The partnership with parents and carers is generally good. Parents are made welcome in the group and serve on the management committee. They receive good information about the pre-school and about their children's progress, but are not often given ideas about how they can help their children learn at home. Parents are encouraged to discuss their child with staff.

What is being done well?

- Children are enthusiastic and highly motivated to learn. They leave their parents with confidence and interact well with other children and adults. They learn to be independent in their personal care.
- Staff constantly encourage conversation with children, introduce new vocabulary and provide plenty of opportunities for developing language skills.
- Children experience counting throughout their daily activities and develop good understanding of the use of number.
- Children have frequent access to outdoor areas which are used for physical exercise, play and meaningful activities.
- Staff regularly record children's achievements, and each child has an individual folder. Targets for the next steps of learning are clearly set out to

ensure that children are set appropriate challenges to increase their thinking and skills.

- Staff are strongly committed to improvement, training and developing the provision.

What needs to be improved?

- the system to evaluate the strengths and weaknesses of the setting
- the information given to parents and carers so that they are given ideas about how they can help children to progress in their learning at home
- the appraisal system, to include more information about progress against previously set objectives as well as objectives for future development.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

The setting was asked to link the keyworker system to the assessment documentation, ensure that this is completed on a regular basis and that the assessment process includes opportunities for parents to contribute.

The keyworker system is now clearly linked to assessments of childrens' progress and parents now have opportunities to contribute to assessments.

The setting was asked to provide a procedure at story-time which will give the children more opportunities to listen attentively and without distraction.

Story time has been re-organised. Children are split into two groups so that they can enjoy a story chosen to be appropriate for their needs and interests.

The setting was also asked to continue with the steady progress in planning in order for staff to gain confidence in its use and share planning information with parents.

The planning system has been developed to ensure coverage of the six areas of learning. Parents and carers are given information about topics, the Foundation Stage and the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly to listen and are able to sustain their concentration. They relate well to other children and adults. They learn to take turns and to share and are sensitive to the needs of others. They are becoming very independent in their personal care, dressing themselves for outside play, visiting the toilet and remembering to wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and participate in stories and rhymes and listen to others in group discussions. They enjoy looking at books and listening to stories in the reading area. They learn to hear and say the initial sounds in words. Children can recognise their written names and some are already skilled at writing them. They frequently use writing in role-play situations, for example making tickets at the shop and invitations to a party in the home corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make counting an integral part of daily activities. Most children can count to five and some to ten and beyond. They are learning about simple subtraction through counting and taking one away. They recognise numerals using a chart for the day and date. They explore volume through water play and height and length by measuring their feet and recording the results. They compare how tall they are and how tall their beans have grown.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate, observe and talk about what they see. They explore clay, water and sand and try tasting and smelling different foods. They design and build with a variety of construction toys and with recycled materials. They use telephones, tape recorders and battery operated toys as an introduction to technology and find out about living things through growing daffodils and beans. They learn about their local community from visitors and local outings.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop balance and co-ordination with ride-on toys, climbing apparatus and balancing planks, using the hard surfaced and grassed outside play areas. They use balls to throw, catch and kick, and develop manipulative skills with a range of tools and materials such as pencils, scissors and clay. They confidently pour their own drinks at snack time. Staff teach them the importance of good hygiene practice and good food in keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop imagination and act out experiences in role-play situations, making up stories and improvising with available resources. They have opportunities to experience string instruments when visitors bring in a double bass and a guitar. Children explore colour and texture with imaginative art and craftwork and show pride in the results.

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

- develop a system to evaluate the strengths and weaknesses of the setting
- provide suggestions for parents so that they can help their children to progress in their learning at home
- develop the appraisal system to include more information about progress against previously set objectives as well as objectives for future development.

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.