



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 311830

DfES Number: 535590

### INSPECTION DETAILS

Inspection Date 05/02/2004  
Inspector Name Julie Larner

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name All Saints Preschool  
Setting Address All Saints Church Hall  
Rowanwood Gardens  
Gateshead  
Tyne and Wear  
NE11 0DP

### REGISTERED PROVIDER DETAILS

Name The Committee of All Saints Playgroup

### ORGANISATION DETAILS

Name All Saints Playgroup  
Address All Saints Vicarage  
Rowanwood Gardens  
Gateshead  
Tyne and Wear  
NE11 0DP

## 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 located in the Lobley Hill area of Gateshead. The group operates from the church hall and has use of a small adjoining room and a kitchen and toilets towards the front of the building. There is an outdoor area to the side of the building which is used for regular sessions of outdoor play.

The pre-school serves families in the local residential area and is open between 09:00 and 11:45 Monday to Friday during the school term-time. There are twenty one children on roll aged between two and a half and four years. Funding is received for seven three-year-olds. The group supports children with special educational needs.

There are four members of staff working with the children; all of them have an appropriate childcare qualification. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

All Saints Pre-School provides a good standard of care. Some staff are committed to updating existing and gaining new skills through attendance at relevant courses. Staff work very well together as a team, they deploy themselves effectively to give good support to children's development and to ensure that children are safe. There is a clear routine to the day which allows children time for free play, adult-led activities and physical play. The group has the policies needed in most areas.

Space is used effectively, there are defined areas for different types of play and equipment is easily accessible allowing children to choose, which they do confidently. Safety is a high priority through staff's vigilance and awareness of the environment.

Hygiene is adequate however staff's knowledge of first aid needs to be updated to ensure that it is current. Knowledge of child protection is adequate. Behaviour is managed well, staff are very competent in this area and maintain high expectations

of children; through constant use of positive praise and reinforcement of good behaviour, children are well behaved.

Relationships with children are good. Children are confident and happy. Staff provide good support for children and are able to give children individual time due to the good ratios of staff to children. Staff question children to further their learning.

Relationships with parents are mainly effective. Parents are happy with their children's care and feel confident approaching the staff team. Information is shared with parents on an informal basis however the consideration of a more formal system would benefit the care of the children and the parents' awareness of their children's progress.

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

The group's actions from the previous inspection were mainly based around paperwork. While not all issues have been fully met yet, staff are aware that these issues need to be addressed further.

At the last inspection the group agreed to,; devise an operational plan; devise a key worker system; ensure a record of visitors is maintained; ensure that a record of vehicles used is documented; ensure that children are not at risk from the ramp; ensure that policies are updated in line with the National Standards and update paperwork to ensure that the necessary details are included.

The group does not have an operational plan but they do understand that this needs to be in place. The group has still to devise a key worker system which is important in areas of care and education and agreed to look at this immediately. The group does have a record of visitors however more care needs to be taken to ensure that this is used effectively. The group has not used vehicles since the last inspection but the staff understand the need to keep documentation relating to this. Staff deploy themselves effectively to ensure that the ramp does not pose a risk to children, policies have been updated and the staff look at these on a regular basis to ensure that they are current and the necessary details are now included in the paperwork.

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

- There are good relationships between staff and children, children are happy and confident. Staff support children successfully and provide time for children, allowing their individual needs to be met. They are competent at ensuring that all children are included.
- Behaviour is very well managed, staff place high emphasis on encouraging good behaviour and do this in a consistent and appropriate manner. Children behave well.
- Staff work well together as a team they are well-organised and deploy themselves very effectively to ensure children's safety and development.
- Space is used effectively. There is ample equipment which is interesting and easily accessible, allowing children to make choices.

**What needs to be improved?**

- the introduction of an operational plan
- systems to ensure that there is a fully qualified first aider on site at all times
- the introduction of a formal system to ensure that parents are fully informed about the care and education of their children.

**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	Devise an operational plan.
7	Devise procedures to ensure that an appropriately qualified first aider is on duty at all times.
12	Devise a formal system to ensure that parents are fully informed about their child's care and progress.

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

### How effective is the nursery education?

All Saints Pre-School provides a welcoming environment where children make generally good progress towards the early learning goals. They make very good progress in personal, social emotional, physical and creative development.

The quality of teaching is generally good. Staff are effectively deployed within the setting and work well together as a team. However, their roles in relation to monitoring children's progress are not defined as there is no key worker system. A good daily routine ensures that children have access to a wide variety of activities where they are actively involved in meaningful play and learning situations. Staff use lots of appropriate open-ended questioning throughout the day, which extends the children's language development well. Medium-term plans and child observations are linked appropriately to the stepping stones, but the weekly plans and assessment system are not linked to individual children's progress, or the next stage in the child's learning.

Leadership and management is generally good. Some staff are currently undertaking general child care training which is assisting them to be more focused on what they do and what they provide for the children. Although the staff informally discuss and evaluate the sessions generally, they do not always focus this on the particular area of learning, for example mathematical development, or through the assessment system.

The partnership with parents is generally good. Parents are given a good information booklet regarding the general and educational provision within the pre-school. Regular information letters and displays on the notice board ensure that parents are well informed of the provision. Parents find staff approachable but are not sufficiently informed about their child's progress in relation to the early learning goals.

### What is being done well?

- Children's personal, social and emotional development is fostered appropriately. Children are settled, behave well and separate from their carers confidently. They are beginning to form good relationships with their peers and clear friendships are developing.
- Provision for creative development is very good. Children have access to a wide range of easily accessible creative and imaginary materials and equipment. This enables them to develop a good awareness of colour, texture and representation.
- There are very good opportunities for children to develop their physical skills through a variety of suitable indoor and outdoor activities.
- Staff have very good relationships with the children. They are very attentive and interested in the children and their achievements.

**What needs to be improved?**

- the weekly planning and assessment system, so that it is linked, assists with and shows, children's individual progress and learning, in relation to the early learning goals
- the provision and curriculum for mathematics, especially in the areas of calculating, to give children more opportunities to compare, combine and separate objects in a meaningful way
- the way in which parents are informed of their child's achievements and progress in relation to the stepping stones and early learning goals.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the pre-school confidently and separate from their carers easily. They settle well, know the routine and they concentrate hard on their chosen activities. Children are beginning to make attachments to their peers and they seek out their friends to join in their play. Children are able to make good connections to their life experiences and confidently talk about them during everyday play situations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to familiar stories and join in enthusiastically by stating what will happen next. They are able to recognise the sounds of letters when they represent familiar names and words and are learning to recognise their names well as they select these from the board. During everyday play situations children's language development is extended by effective questioning, however there are limited opportunities for children to talk about personal events in a planned way.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

By being involved in a good range of daily activities such as number rhymes, children are gaining a good concept of numbers and counting. They use gestures and are starting to use positional language to describe their activities, for example stating that the sunflower would grow high. Children have limited opportunities to develop their skills in comparing, combining and separating objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are gaining a good knowledge about living things. They are involved in interesting activities such as planting seeds and watching and feeding the birds at the outdoor pre-school bird table. They use a wide range of resources well to build and construct models during creative activities. Children sometimes do not demonstrate sufficient interest in the Information Technology area.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

By being involved in a wide range of good activities, both indoors and outdoors, children are developing their overall physical skills very well. They use equipment confidently and successfully. Children demonstrate good spatial awareness, they manoeuvre safely and are able to follow instructions well.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are learning about colours and textures as they have easy access to a good range of resources which they use well during creative activities. They join in enthusiastically with a variety of action songs and rhymes. They enjoy dressing up and use their imaginations well when they pretend to be another character in role play situations.

**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**

- improve the short-term planning and assessment system, so that it is linked. It should clearly show and assist with, children's individual progress and learning in relation to the early learning goals.
- extend the curriculum for mathematics, especially in the areas of calculating, to give children more opportunities to compare, combine and separate objects in a meaningful way.
- improve the way in which parents are informed of their child's achievements and progress in relation to the stepping stones and early learning goals.

*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.*