



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137752

DfES Number: 532165

INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Beverley Jarrett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	All Saints Pre School
Setting Address	All Saints Church Hall Waltham Drive Edgware Middlesex HA8 5PQ

REGISTERED PROVIDER DETAILS

Name	Mrs Anula Goonawardana
------	------------------------

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 opened in 1987. The setting is situated in Queensbury, in the London Borough of Brent. The pre-school is located in a church hall. The premises consist of one large hall, two classrooms, a kitchen, toilet facilities for children and adults and an outdoor play area. The setting services the local community.

There are currently 47 children aged from 2 years old to 5 years old on roll. This includes 19 funded 3 year olds and 8 funded 4 year olds. There are no funded children with special educational needs. Children attend for sessional care.

The setting currently supports children with special needs and who speak English as an additional language. Languages currently spoken are Gujarati, English and Tamil. The setting opens five days a week, term time only from 09:00 - 12:30 hours.

Seven staff work with the children. All staff members hold relevant early years qualification. In addition one member of staff is a State Registered Nurse and the other is a General Physician.

The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

All Saints Pre-School provides a satisfactory standard of care.

Staff are appropriately experienced and qualified and have a clear understanding of their role and responsibilities. The pre-school creates opportunities for further training and development for staff. This helps staff to develop their skills in meeting the aims of the setting and children's individual needs.

The setting organises the space and resources well. The premises are safe and secure, with play areas that are warm and welcoming. However, the outdoor play space requires a review of its use to ensure children's safety at all times. Staff also need to ensure that correct staff ratios are maintained at all times. Staff have a good

understanding of health and help children learn about hygiene.

There are a broad range of activities and play opportunities that help children to sustain interest and have fun. However, these can be extended to include further resources which promote positive images of diversity in our society. Staff have a sound knowledge and understanding of the children's individual needs and interests. They provide very good support for children with special needs, who are fully integrated into activities. Staff work well as a team and are supportive to each other and to the children. Children behave well, are considerate of each other and polite.

Staff encourage healthy eating in the children, with a selection of fruits available at snack time. However there are some missed opportunities to extend the children's independence and self help skills.

There is a strong commitment to partnership with parents. The centre displays notice boards for parents, these are full of relevant information and news.

The setting maintains records, policies and procedures. However, some of these lack the necessary details, are not recorded in ink and further documentation needs to be put in place.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that children would be allowed to complete their chosen tasks without being disturbed.

Children can no longer gain access to the storage area under the stage. There are locks on all the cupboards.

A written record is now maintained of all risk assessments carried out.

An additional changing mat is now in use.

What is being done well?

- The premises is well maintained, warm and welcoming.
- Space and resources are organised to meet children's needs effectively. Children have access to a good range of stimulating and interesting activities. All equipment, toys and furniture is in good condition and easily accessible.
- The children are spoken to warmly by staff. The children behave well, are polite and considerate of each other. Children generally understand the difference between right and wrong and respond well to the boundaries set. Staff value good behaviour by giving children praise and encouragement when they behave well.
- Staff have a positive attitude to the inclusion of children with special needs in daily routines and activities.
- There is effective partnership between parents and carers. The key worker system ensures that parents are fully consulted about the needs of their

children.

What needs to be improved?

- the names of people who collect children to be recorded in ink
- the maintaining of staff ratios
- the system to record how children's next stage of development is to be achieved
- the written consent of parents to take photographs
- the use of the outdoor play space
- the system to encourage children's independence
- the range of resources to promote diversity
- the complaints procedure to include Ofsted's details.

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 correct staff ratio maintained at all times.	19/05/2004

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

Std	Recommendation
1	Ensure a permanent record is kept of all persons collecting children other than the nominated person.
3	Devise a system to record how the next stage of each child's development can be achieved. Ensure that parents consent is obtained to take photographs of children.

6	Ensure that outdoor play space is not hazardous to children.
8	Review arrangements at meal times, to promote children's independence and self help skills.
9	Develop range of resources to promote positive images of diversity in society.
14	Ensure that the policies and procedures of the pre-school are inclusive of those set in the Guidance to the National Standards.

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

How effective is the nursery education?

All Saints Pre-School offers a good quality provision, which helps children make generally good progress towards the early learning goals. The children are making very good progress in mathematics and physical development.

The quality of teaching is generally good and staff have a sound knowledge of the early learning goals. Continuity and progression of learning is ensured through the well-planned and balanced educational programme. However staff do not evaluate activities consistently, to ensure that the learning intentions for activities are achieved. There are limited opportunities for children to explore why things happen and how things work. They do not have opportunities to use information and technology or programmable toys to support their learning.

Mathematical learning is made fun and meaningful through a range of interesting and imaginative play experiences. There is a good range of toys and resources to support practical activities. Children's personal, social and emotional development is highly prioritised through activities and routines, which encourage good relationships and promote good behaviour. Stories are used well to foster children's love and use of books as well as promoting good imaginative play opportunities. However staff miss opportunities during small group story time, to use children's spontaneous ideas to extend their vocabulary

Good support is provided for children with special educational needs and staff work closely with other professionals when required.

The leadership and management is generally good. The staff understand their role and responsibilities and they are encouraged to attend training to extend their knowledge and skills.

Partnerships with parents is generally good. Parents are provided with lots of information about the early years curriculum. There are good opportunities for parents to attend regular meetings, to discuss their children's achievements with staff.

What is being done well?

- Children have lots of opportunities to consolidate their learning through the provision of good quality practical activities.
- Staff have a sound knowledge of the early learning goals and provide exciting and suitable activities to extend children's learning. They are keen to help children make good progress in all areas of learning.
- Children are provided with good opportunities to be independent, for example they are able select their own materials for creative activities and to initiate

and lead their own learning.

- Children have good opportunities to practice their pre-writing and reading skills. Staff make good use of the imaginative area, they are able to write in notebooks and appointment diary books.
- Children have good opportunities to use numbers in familiar context, to recognise numerals and to develop their problem solving skills.
- The manager and staff work well together as a team and have established positive relationships with parents.

What needs to be improved?

- the opportunities for children to know about the uses of information and technology or to use programmable toys to support their learning.
- the opportunities for children to explore and investigate why things happen and how things work.
- the evaluation of activities to be consistent, to ensure that the learning intentions for activities are achieved.

What has improved since the last inspection?

This is the setting's first funded inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. They are well-behaved and confident. They enjoy their time at the setting and are well-motivated to learn. They concentrate well at self-chosen and adult-directed activities. Children are encouraged to share, some activities are planned to foster co-operative play. They have good opportunities to select their own activities, some opportunities are missed during snack times, for the more able children to independently serve themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. They understand that print carries meaning, through playing with words, using name cards and labels and by pointing them out in the environment. They have good opportunities to recognise their names and simple words, which are generally correctly formed. They enjoy stories and have good access to a range of books. However opportunities are missed during small group story time to extend children's vocabulary, using their spontaneous ideas.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children's progress in this area is very good. Children have good opportunities to count sequence and compare size through practical activities. They recognise and write numerals and name shapes. Many number activities are integrated well into the play and their daily routines, ensuring that children learn through first hand experiences. This learning is supported well by number charts and games. Through songs, stories and games, children learn to solve simple number problems of more and less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. They are constructing and building using a wide range of tools. They are investigating and learning about living things. For example, they enjoy planting flowers and vegetables and use magnifying glasses to study mini beasts. Children do not have the opportunities to use information and technology or programmable toys to support their learning. They have limited opportunities to explore why things happen and how things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are able to play outside riding bikes, running and jumping developing their large motor skills. They move around safely and show awareness of space for themselves and others. Children handle small tools and objects with increasing control, for example cutting with scissors. They have good opportunities to practice their fine motor skills when writing and painting. They are learning about staying healthy through the daily routine.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in creative development. They have good opportunities to explore colour, shape, space and texture, when mixing paint and playing with play dough. They make a range of models with boxes and tubes. They enjoy using musical instruments and have good opportunities to explore songs rhymes and movement. They enjoy imaginative play, for example in the Doctor's surgery, however some opportunities are missed, to fully engage and extend children's learning.

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

- provide and develop resources for information technology, to enable children to use information, communication and technology to support their learning
- provide further opportunities for children to explore and investigate why things happen and how things work
- improve the evaluation of activities, to ensure that the learning intentions for activities are achieved.

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.