



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 108422

DfES Number: 517895

INSPECTION DETAILS

Inspection Date	29/01/2004
Inspector Name	Maggie Ferris

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	All Saints Pre-School
Setting Address	All Saints Church Hall All Saints Church, London Road Ascot Berkshire SL5 8DM

REGISTERED PROVIDER DETAILS

Name	The Committee of All Saints Pre-School
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ORGANISATION DETAILS

Name	All Saints Pre-School
Address	All Saints Church Hall, All Saints Church, London Road Ascot Berkshire SL5 8DM

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 1992. It operates from a church hall in Ascot, and serve the local and wider area.

There are currently 19 children from 2 to under 5 years on roll. This includes 8 funded 3 year olds and 8 funded 4 year olds. The setting is able to support children with special needs and children who speak English as an additional language.

The nursery is open from 9.30am - 12.15pm, Monday - Friday.

4 members of staff work with the children. 3 of the staff have early years qualifications to NVQ level 2 or 3. 1 member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and childcare partnership.

How good is the Day Care?

All Saints pre-school provides satisfactory care for children. The premises provide a warm and welcoming environment for the children and their parents. The staff team work well together and demonstrate a commitment to ongoing training and development. They have a satisfactory understanding of equal opportunities and child protection issues. All of the required documentation is in place however some of this needs to be reviewed and developed.

Safety is given a priority within the nursery, staff understand and follow the safety guidelines and routines. Hygienic routines are followed and attention is given to children's individual routines and needs including children's individual dietary needs. Children with Special Educational Needs are supported.

There is a large range of toys and equipment, they are regularly cleaned and checked for safety. Toys and equipment set out daily by the staff are easily accessible to the children however they would benefit from being offered more opportunities for self-selection. Older or more able children are not sufficiently

challenged. The staff spend some time talking and listening to the children but are often distracted by other children. They know the children well. Staff manage most children's behaviour well using positive strategies and they praise and encourage children's efforts. Staff are less successful in managing children with more challenging behaviour.

Staff have a good relationship with the parents, they regularly exchange information about children and their progress through informal discussion and more formal parents evenings, together with regular newsletters. Parents are invited to help in the group on a rota basis and as part of the parent management committee.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff give attention to meeting children's individual needs and to exchanging information with parents.
- There is a large range of toys and equipment. These are regularly cleaned and checked for safety.
- Staff praise and encourage children's efforts.
- Staff are committed to ongoing training and development.

What needs to be improved?

- staff understanding and awareness of managing challenging behaviour.
- some documentation requires updating.
- challenge for older or more able children.
- opportunities for children to self-select from a range of activities and equipment.

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

Std	Recommendation
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs
5	provide opportunities for children to self select from a further range of toys and equipment.
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development

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

How effective is the nursery education?

All Saints Pre-school offers an acceptable provision, but children's progress towards the early learning goals is limited by some significant weaknesses.

Staff have an understanding of the six areas of learning but not of the early learning goals and stepping stones. Planning is not in enough detail to indicate what the children are to learn, what the children are to do, how the staff are to be deployed and the resources needed. There are missed opportunities to extend children's learning in most areas of development.

The pre-school is well resourced however children's access to resources is limited and lack of adult support at some activities limits the children's progress.

Relationships between staff and children are good however management of children's challenging behaviour is ineffective. Although there are no children with special educational needs currently attending, there is an effective system in place to provide support.

Leadership and management is generally good. Staff spend time interacting with the children however they miss opportunities to encourage children in conversation. They are encouraged to participate in training and further their childcare qualifications. The management is aware of the need to put in place an effective system to monitor and record the children's individual progress.

The partnership with parents is generally good. A parents notice board and regular newsletters keep parents informed of the day to day running of the group. Parents are regularly informed of their child's progress towards the early learning goals and parents are able to participate in the group through the parents rota and serving on the parent management committee.

What is being done well?

- Staff relationships with parents and children are good. Staff are welcoming and approachable and invite parents to spend time in the group through the parents rota;
- Commitment to staff development ensures that all staff have the opportunity to gain further childcare qualifications;
- Staff provide a range of practical activities for the children and they encourage children to select resources and tools;
- Children's personal, social and emotional development is generally good. They have a good understanding of right and wrong, they are able to share and take turns.

What needs to be improved?

- effective observation, recording and evaluating of children's progress to be used to plan the next steps in children's learning;
- planning of the curriculum to take account of children's developmental needs and ensure all staff are aware of the learning intention of activities;
- opportunities children have to regularly practise their writing skills and begin to develop reading skills;
- opportunities for children to increase their awareness of shape, size and measure and to be able to problem solve through everyday activities;
- the staffs knowledge and understanding of the early learning goals so that opportunities for teaching are not missed;
- planning to ensure that it is more detailed, is linked to the stepping stones towards early learning goals and shows what the children are to do and intended learning outcomes, how more and less able children will be provided for, how staff will be deployed and the resources needed;
- the opportunities for children to use everyday technology

What has improved since the last inspection?

The setting has made limited progress since the last inspection. Parents now receive regular information on their children's progress. There are still significant weaknesses in the areas of Mathematical Development, Communication, Language and Literacy and recording and assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. The children are confident, happy and relaxed and enjoy attending the group. Children have good relationships with each other and adults. They are interested in activities and are motivated to learn. Children show independence skills although opportunities to maximise these skills are missed. They are developing a respect for their culture and that of others together with a sense of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in this area is acceptable but limited by some significant weaknesses. Most children listen and communicate well with each other and adults, particularly during the free play time. Some children are starting to recognise the sounds of letters and their own names. Children listen and respond with enjoyment to stories. There are limited opportunities to recognise familiar words or to write their own names. Books are not always used to aid learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in mathematics has significant weaknesses. Most of the older children are able to count, recognise numerals to ten and sort items into categories. The younger children do not use mathematical language to discuss numbers and all children have limited opportunities to compare shapes, quantity and sizes in everyday activities. The more able children are beginning to show an understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's progress in this area is acceptable but has significant weaknesses. Children are learning about themselves. They are drawing on their own experiences and using these in their play. Children are given opportunities to discuss the day and weather. There are limited opportunities for children to use everyday technology in their activities and to develop investigation and exploratory skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in this area is generally good. Through planned and spontaneous activities and everyday routines children are developing good co ordination, spatial awareness and small and gross motor skills. The children understand the importance of good hygiene practices. Children move confidently around the nursery environment and enjoy a range of activities both in and out of doors. Physical development is not well planned.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. They experience a range of activities to explore media and materials. Children participate in role and imaginative play. Children are given opportunities to explore music through singing and ring games but lack opportunities to explore sounds of musical instruments. Children enjoy a range of construction toys	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staffs knowledge and understanding of the early learning goals and develop their ability to extend children's learning. Ensure staff have regular support and guidance;
- evaluate the planning to ensure that it is linked to the stepping stones for the early learning goals and is in enough detail to show what the children are to do, the intended learning outcomes, how more able and less able children will be provided for, how the staff will be deployed and the resources needed;
- ensure effective observation, recording and evaluation of children's progress is used to plan the next steps in children's learning;
- provide regular opportunities for children to extend their learning of shapes, size and measure, to problem solve and to practise pre-reading and pre-writing skills through everyday activities;
- provide more opportunities for children to use everyday technology and to develop their investigation and exploratory skills.

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.