

All Saints Pre-School

Inspection report for early years provision

Unique reference number	108422
Inspection date	27/09/2010
Inspector	Anne Nicholson

Setting address	All Saints Church Hall, London Road, Ascot, Berkshire, SL5 8DQ
Telephone number	01344 291162
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

All Saints Pre-school opened in 1992 and is operated by staff and a committee. It operates from a large church hall in Ascot and serves both the local and a wider area. Children have access to an enclosed outdoor play area with a small canopy covered area to enable access outside all year round. It is open each weekday from 9.30am to 12.30pm, term time only.

The pre-school is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 24 children aged from two to under five years on roll. This includes 22 funded three and four year olds. The pre-school currently supports children with special educational needs and additional needs.

There are six members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 3. Two members of staff are currently working towards early years qualification courses. The setting receives support from the Early Years Development and childcare partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development opportunities are effectively promoted through staff use of planning, observational assessments, policies and procedures. They enjoy accessing a variety of resources and activities within the large hall access to a large room base that staff set out with a variety of resources each session. Children bond well with staff who demonstrate a good knowledge of their individual emotional and physical needs. Children routinely take turns and share and show that they are aware of what behaviour is acceptable within the pre-school. Children participate in a range of activities that develop their awareness of the natural world, other cultures and countries and encourage parents to share their own experiences and knowledge in this area. There is a good range of resources accessible to the children during sessions and within these are range of programmable toys, a remote controlled Bee and computer. Children enjoy opportunities for using the outside play area and are encouraged to bring in wet weather foot wear and clothing as there is only a small paved area and the grass gets very muddy. Children benefit from the fitting of a canopy, secured through Early Years funding, to enable greater access to outside play opportunities.

Pre-school staff promote inclusive practice within their policies and practice. Children with any additional needs have their development and continual progression cohesively supported through the pre-school liaising with parents, carers and other professionals who also work with the children to provide continuity of approach. Staff work effectively as a team to ensure the smooth running of the session, supported by an active committee of parents. The majority

of staff are confident in their implementation of the Early Years Foundation Stage and are gaining confidence in using the new recording systems that they are currently implementing. Observational assessments undertaken on children by staff link into the next steps for learning and future planning to ensure that children's learning and development needs are identified and they make steady progress through the early learning goals. A comprehensive self-evaluation process is undertaken to highlight areas of strength within the pre-school's practice as well as areas where further development will improve the outcomes for all children, for example, the implementation of new recording systems for recording children's learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure observational assessments and examples of children's work are routinely referenced in recording methods to accurately show where children's achievements arose from and aid in showing their overall progress
- further develop two-way information sharing with parents and carers to ensure children's achievements and activities undertaken away from the pre-school are reflected within their profiles

The effectiveness of leadership and management of the early years provision

Children remain effectively safeguarded through all staff being suitability checked and there being a designated lead staff member for Safeguarding, who has undergone additional training. A risk assessment is undertaken daily to ensure that the premises are safe for children to access. During operational hours entry is only obtained through a member of staff opening the door and all visitors sign in. Accidents and incidents are clearly recorded and shared with parents and medication can only be administered following written parental consent. Pre-school policies are reviewed six monthly and inform parents on the policies and procedures in place as well as how to raise a concern or complaint.

Staff show a strong emphasis on meeting children's welfare, and their learning and development requirements and all areas of learning are well. The resources available inside and outside are very appropriate and suitable for the children's age. Children remain occupied throughout the session and show interest and involvement in a wide variety of play equipment. Each child has a designated key worker who takes responsibility for completing their learning profile records.

The pre-school manager and staff, supported by their committee, show a strong commitment to continuous improvement and self-evaluation of the provision they provide. They share information from training sessions and continually review and reflect on their practice, what went well and what good be adapted or improved

upon. New systems for recording children's achievements and overall progress through the early learning goals are under implementation with staff planning to regularly review how effective these are. Currently some of the observational assessments or pieces of creative work are not clearly referenced and therefore not easily linked back into the achievements they meet.

Partnerships with parents, other carers and professionals are good. Parents become involved on the committee, assist at designated sessions as part of the Parent's Rota and share general information daily. The provision is still struggling to get all parents in to see their children's profile folder or to provide evidence of their learning and development achievements away from the pre-school. Any attending children who have additional needs receive good support as the pre-school effectively links with both parents and other agencies to promote a cohesive approach to meeting these. Parents report that they are very happy with the care and progress their children are making and the hard work of the staff. The pre-school has established links with the Local Early Years.

The quality and standards of the early years provision and outcomes for children

Children confidently enter the pre-school greeting staff and separating from their parents. They enjoy their time within the pre-school and demonstrate good relationships with the staff and their peers. The hall is set out at the start of each session with a range of activities and resources as well as staff placing display boards and posters positively promoting the wider World, disabilities, diversity, numbers and language to name a few. Staff plan a range of activities that children can freely select or choose and some of these may be adult-initiated. The current topic is the letter 'Dd' and Harvest Festival and children are encouraged to bring in objects relating to these from home to talk about during the whole group snack session. Parents can access a range of information from a set of display boards within the entrance area.

Children engross themselves in play and a popular activity is role play and using their imagination. They love dressing up as princesses, police officers, medical staff and fairies and talking with staff and visitors about what they are doing. Staff encourage their imagination and participate in their play extending their learning and enjoyment without over-directing. Children spent a long time 'looking for fairies' and other objects around the hall. They were looking in the 'sky?', 'trees?', looking out for colours as these may be the fairies wings and the staff member developed their language and encouraged them to describe what they were seeing in their imagination. When a child was seen wearing the fairy outfit children made her the fairy and then talked and described what she looked like and how her wings worked.

Children present as confident and very secure within the provision and happily talk to any adult present. They enjoy access to the mark-making area where there is a range of paper, pencils, crayons and felt tips accessible to them. Whilst talking to two children during a creative drawing session one described her picture of her

?Dora? doll and how she was using black like her leggings, not red like her top. Another child was drawing a dinosaur, he described its four legs and then sought information about dinosaurs names and what they looked like. After seeing what a Stegosaurus looked like with its spiky back he drew a tall thin legged dinosaur that was named 'Mr Long skinny legs'. When asked what type of dinosaur this was he thought and stated it is a 'Stuffyosaurus?.

The children are appropriately supported in developing their independent skills and children demonstrate that they are aware of these by routinely washing their hands after the toilet and before snacks. Personal independence is strongly encouraged within the pre-school although at times staff step in and do things for the children too quickly despite them providing children with the skills to complete these tasks for themselves. Children can easily access resources from the tables and at tidy-up time they are asked what they would like to keep out and what new resources they would like out. Children participate in a range of activities that develop their awareness of the natural world, other cultures and countries and the pre-school encourages parents to share their own experiences and knowledge. They enjoy playing with the remote controlled Bee and skillfully maneuver this around the room. Staff undertake daily observational assessments and are continually reviewing the implementation of the new, simpler, recording systems to ensure these are as effective at showing children's achievements and overall progress as their previous ones.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----