

All Saints Preschool

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

All Saints Pre-School is committee run. It opened in 1985 and operates from a suite of rooms in a church setting, set in Springfield, Chelmsford, Essex. The pre-school serves the local area. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday, Tuesday and Thursday morning from 9.15am until 12.15pm and Wednesday and Friday afternoons from 12.15pm until 2.45pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the group at any one time all of whom may be on the Early Years Register. There are currently 29 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs ten members of childcare staff. Of these, all but one hold appropriate early years qualifications. The group receives support from the local authority.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming group environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children having free access to this area. Parents are valued as partners in their children's learning. Partnership with others delivering the Early Year Foundation Stage to the children is good. Effective systems for monitoring and evaluating the provision enable the supervisor and staff to identify areas for improvement. Learning opportunities are good, however, limited labelling does not fully promote children's pre-reading skills.

What steps need to be taken to improve provision further?

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

- develop the use of labelling both inside and outside to promote pre reading skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. Risk assessments are carried out for inside, outside and outings. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation is in place.

All staff employed are suitably qualified and experienced. They are highly motivated and work together very well as a team. They have a very good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have good opportunities to learn about different cultures and traditions through activities and displays.

The environment is planned to offer children a stimulating and welcoming environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play both inside and outside the provision. Consequently, this develops their independence and decision making. Parents receive good information via the noticeboard and in conversation with the key workers and staff. Parents are able to speak to staff on a daily basis and to attend events such as, the Nativity play, Easter egg hunt, coffee mornings and a pancake morning. Close links with local schools such as the children visiting the school before they start and the schools visiting the group enable a smooth transition for children as they progress into full-time education.

The supervisor and staff use self-evaluation systems to reflect on their practice which are updated regularly. Strengths and areas for improvement have been highlighted in their self-evaluation form. They recognise the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities both inside and outside on a daily basis which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of

learning and focuses very much on children's interests which ensures activities are meaningful and children are actively engaged. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning in all area. For example, they provide two trays of flour and sugar so children can feel the difference between soft and rough textures. At the play dough table they use different tools, rolling pins, cutters, spoons and scissors. Children squeeze, roll and shape the play dough into different shapes. They talk about long, short, bigger and smaller shapes. In the home corner they use the play food and microwave, cooking lunch for each other. The children problem solve by counting how many plates and items of food they need. Children's assessment records are in place and well recorded clearly identifying the children's next steps. Therefore children's progress is fully maximised

Children communicate confidently with staff who listen attentively. The snack tables are a very good use of a social occasion with children and staff sitting together and having general conversations. Good manners are evident with children using please and thank you without being prompted. Children enjoy books as they sit and listen to story time. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Children are able to use part of the outside area as an allotment for growing and harvesting flowers, fruit and vegetables. They enjoy watching birds, squirrels and a visiting cat in the outside play area which involves them in the local community. Children enjoy being creative with activities such as mark making with large chalks on the paving stones in the outside play area and using paints and a salad dryer to make interesting pictures.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the group. Children are offered healthy snacks such as, cereals, milk and water. Children manage their personal hygiene routines well with free access to the toilets and wash basins. They enjoy energetic games in the outside play area and when participating in an obstacle cross in the large hall. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development. However, the limited use of labelling throughout the inside and outside area does not fully promote children's pre reading skills and has been identified as an area for development.

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

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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

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