

All Saints Pre-School

Inspection report for early years provision

Unique reference number	508999
Inspection date	17/02/2011
Inspector	Kim Mundy
Setting address	90 Uxbridge Road, Harrow Weald, Harrow, Middlesex, HA3 6DQ
Telephone number	020 8954 9061
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 2011

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).

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 was registered in 1964. It is a member of the Pre-school Learning Alliance and it operates from All Saints Church Hall in the London borough of Harrow. There is access to a secure outdoor play area. The pre-school is open Monday, Wednesday and Friday from 9.30am to 12.30pm, Tuesday 9.30am to 1.25pm, and Thursday 9.45am to 2.20pm. The pre-school is open term time only. Children attend for a variety of sessions. It is registered to care for up to a maximum of 14 children at any one time and is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs five part-time staff and two staff share the manager's role. All staff hold appropriate early years qualifications and two members of staff are working towards a National Vocational Qualification at level 3. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this small and friendly pre-school. They are making good progress in their learning and development because staff are knowledgeable about the early learning goals. This pre-school celebrates an outstanding outcome for children's positive contribution and partnerships with parents. Overall, children's safety is promoted well and they are developing an appreciation of healthy lifestyles. In the main, good systems are in place to evaluate the service provision and staff clearly demonstrate their ability to make continuous progress.

What steps need to be taken to improve provision further?

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

- develop the processes for risk assessments of outings and trips, for example, by keeping a record of these along with the main record of risk assessment
- engage staff in informed reflective practice to further develop staff teaching practices through self-evaluation.

The effectiveness of leadership and management of the early years provision

This nursery is well led and managed. Children are safeguarded because staff are up to date with current legislation in relation to child protection. They know the correct procedures to follow and what is expected of them should they have

concerns. Robust procedures are in place for the recruitment of staff, which includes Criminal Records Bureau checks. Risk assessments are undertaken and daily visual checks are carried out to maintain a safe environment for the children. A risk assessment is in place for outings, although this is not included in the record of risk assessment. This does not affect the care on offer to the children as effective staff deployment and parents' presence on outings ensures children are well supervised at all times. The premises are well maintained and a good variety of toys and activities are available to effectively promote all areas of children's learning.

The enthusiastic staff work well as a team and are supported by a shared commitment from the committee. The managers work directly with the children and staff, and steer the work of the setting effectively. Annual staff appraisals are carried out to review staff development. The staff team have a clear vision of their strengths and plans for the areas they wish to develop. Children's and parents' views are valued, and contribute to the self-evaluation process. Staff observe one another's work practice on a yearly basis, although, this is not specifically targeted to further develop consistencies in the existing good qualities of teaching.

Children's positive contribution is excellent; the pre-school offers a very inclusive and welcoming environment for children and their families. Children with English as an additional language make equally good progress because staff ask parents for words in their child's first language and use picture clues to communicate effectively. Activities are designed to appeal equally to boys and girls different interests. Children have a great sense of belonging, for example, as they observe their name cards used to self-register and discuss their artwork in their pre-school. They are encouraged to bring in and talk very proudly about photos of their parents and grandparents on their wedding day. In addition, they are consulted about likes and dislikes. For instance, before plans were drawn up for the re-landscaping of the outdoor area, their needs and wants were taken into consideration. The pre-school has strong links with other professionals and seeks specialist advice for individual children when required. Furthermore, very good relationships are being established with teachers to enable the children's smooth transition to school.

Partnerships with parents and carers are exemplary; the parent helpers' rota is very popular. Parents are extremely supportive of the pre-school, for instance, they all registered on a website to obtain free sports equipment packs to benefit the children's health. Parents receive very informative information about their child's day and express that they are particularly pleased with the very good advice they receive to help them build up on their children's learning at home. A picture of each child's development clearly emerges through thorough observational assessment records, which parents have open access to. In addition, parents receive very informative reports about their child's progress and they are involved in planning their child's future learning towards the early learning goals. Parents hold the pre-school in high regard; their comments include, 'my child was very shy and reserved, but they have blossomed since attending the pre-school' and 'my child loves coming to play with her friends and she looks forward to everyday as she learns through play'.

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

Children are developing a good understanding of why it is important to lead healthy lives. Consistent routines, such as washing hands and encouraging children to use tissues reduce the risk of cross-infection. Good policies and procedures in are in place to underpin the care of children in emergency situations and several staff hold a valid first aid certificate. Children all come together for their snack which offers a social time and promotes their independence. They enjoy cutting up and tasting different fruits, such as pineapple and satsumas, and they help themselves to drinking water when they are thirsty. Children are learning to keep safe as they practise the fire drill and enjoy visits from the road safety officer to learn about road safety. They increase their physical skills, for instance, as they balance on apparatus and steer tricycles. Children enjoy walks through the woodland area and learn about living things in the outdoor environment, for instance, as they look for mini-beasts under the logs with their magnifying glasses and plant bulbs.

The play room is attractively set up to entice children to play on arrival and they are able to select materials and resources in all six areas of learning. Staff plan and provide a wide range of learning experiences both in and outdoors; they have a good knowledge and understanding of the early learning goals. Children spend time problem solving as they float fish and sink pebbles in the water play, weigh ingredients when cooking chapattis, count, sort and match various objects. They enjoy building with a wide range of construction toys and learn how to use tools safely, such as screwdrivers and hammers at the work bench. Children find out how things work as they use telephones, cash tills and access the computer. They investigate as they mix paints together and observe ice melting. Children have excellent opportunities to learn about multicultural Britain as they celebrate various festivals, such as Chinese New Year, Diwali, Hanukkah and Christmas. Staff introduce new festival celebrations to widen children's experiences, for example, Holi a festival celebrated in North India. A very good range of activities, toys and resources help children to appreciate diversity, including dressing up clothes, dolls, books and puzzles.

Children's behaviour is very good; they clearly know what is expected of them and are very kind and caring to all their friends, which further contributes to the strong sense of belonging. Children play very cooperatively together and consider one another during their play. For instance, whilst drawing, a child helps another to retrieve paper at the drawing table. Children have many opportunities to practise their mark-making skills both in and outdoors as they make patterns in sand and paint. Several children are able to write letters and words, and draw recognisable pictures before they transfer to school. Children are full of confidence and self-esteem, for example, as they proudly show their art work to visitors. This is extended by staff's constant praise and encouragement. The kind and caring staff provide a good start for the children's future learning and education.

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	1

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	1
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

