

All Saints Pre-School

Inspection report for early years provision

Unique reference number 109925
Inspection date 21/03/2011
Inspector Margaret Moffat

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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 a committee run group that was first established approximately 30 years ago and serves the local community. It is held in a church hall in Cove, Farnborough. The group has access to the main hall, an adjoining room, kitchen and toilets. A small grassy area is cordoned off for outdoor play. The group is open each weekday during term times. Sessions are Monday 9.30am until 2.30pm, and Tuesday to Friday from 9.30am until 12.30pm. A maximum of 26 children in the early years age range may attend the group at any one time; of these, none may be under two years.

There are currently 32 children on roll from two years nine months to four and a half years. The group receives funding for early education. Children attend for a variety of sessions. The group supports a number of children with special educational needs and/or disabilities and English as an additional language.

The group employs eight staff, of whom six hold relevant childcare qualifications. The group is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development. Staff know children well, are aware of their individual needs and provide a range of activities to support them in all areas of learning. However, they do not use the observation system to show children's next steps in learning. Children have an awareness of most safety procedures in place. The manager has evaluated the setting and has put together action plans that focus on improving the outcomes for children. However, the system is not sufficiently robust as the setting are in breach of regulations with regard to documentation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review record of risk assessment to show clearly when it was carried out, by whom, date of review and any action taken following a review or incident 21/03/2011

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

- develop further observation and assessment systems to identify children's next steps across all areas of learning and to link into children's learning and

- development journeys
- provide all children with opportunities to be involved in emergency evacuation of the premises

The effectiveness of leadership and management of the early years provision

There are appropriate arrangements in place to ensure the suitability of adults who work in the setting, and all staff and committee have enhanced Criminal Record Bureau Checks. Regular appraisals ensure staffs ongoing suitability and assess their training needs. Staff have a satisfactory understanding of child protection issues and procedures. They are aware of their responsibility to report any concerns they may have about the children in their care. Security of the premises is good and staff ensure children leave the premises with a known adult. Daily checks of the indoors and outdoors ensure the children are safe in their environment. Risk assessment records are available, however there is no evidence to show that these have been reviewed since 2009 and this is a breach of regulation. Children learn to keep themselves safe through discussions about road safety, learning how to use tools such as scissors correctly and becoming aware of the pre-school rules, for example no running indoors. However, although fire drills are carried out, not all children have the opportunity to take part in these to ensure they are aware of how to leave the building in the event of an emergency.

Staff set up the hall with a range of activities and resources for the children before they arrive. These are easily accessible and allow children to make choices in their play. Staff are continually looking at ways to provide children with more opportunities to make choices because they cannot have all activities out at once, and have introduced units with drawers that house different activities. The setting promotes equality and diversity and information is sought about the individual needs of the children to ensure these are catered for. Children learn about other cultures and beliefs through activities such as cooking and making crafts associated with different celebrations. They have access to a range of toys and resources to promote positive images of the wider world.

The setting has addressed all recommendations raised at the last inspection and this has improved the outcomes for children. For example, staff have gained appropriate childcare qualifications since the last inspection and have a sound knowledge in the Early Years Foundation Stage to support the children in their learning and development. Children have opportunities to count in everyday play and new resources have been purchased to help children learn about matching and sorting items and number recognition. There is an action plan in place and the setting take part in the local authority joint annual reviews and address any recommendations raised. This shows a capacity for continuous improvement.

The setting have procedures in place to work with outside agencies, such as speech therapists and other providers the children attend, to meet the needs of individual children through the sharing of information. Parents are encouraged to be part of their children's learning through the new library system that has been introduced, and being provided with information on how they can further develop

children's language and communication skills at home. Staff gather relevant information about the children and use this as a starting point in getting to know the children. Parents can have access to their children's development files at anytime, and information is shared verbally with them on how their children are learning and developing. Parents spoken to on the day of inspection report they are happy with the service provided. They particularly like how children are treated as individuals, how kind and caring the staff are and the information they receive about helping children with language development.

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

Deployment of staff is good and children receive appropriate support in their play. Staff are warm and caring and children approach them with ease for help and advice. Children behave well and are polite. They respond to staff requests to tidy up when they hear the bell, and during activities they are learning to share and take turns. Children settle quickly on arrival and are keen to play with the activities on offer. Children are all occupied during the session and have fun and enjoy themselves. Staff make observations of the children and use photographs and samples of their work to show their achievements. However, the system is not used to identify children's next steps in learning or their progress along the areas of learning.

Children enjoy singing activities and listening to stories. They join in enthusiastically with number songs and use their fingers to help them count and calculate in songs such as 'Five currant buns' and 'Ten fat sausages'. Children join in repeated phrases in familiar stories such as 'The Very Hungry Caterpillar' and count the apples, pears and plums that the caterpillar eats. Most children recognise their own names as they select their name plate at the beginning of the session and post it in the box. Children are learning to link letters and sounds as staff have introduced letters of the week and talk to children about things beginning with the letters, and older children are able to sound out the letters in their names and write these as they label their own work.

Children enjoy being outside in the fresh air. They have free flow access during the session and many children choose to be outdoors. They like to run around and chase their friends, jump on the trampoline and count how many bounces they take. They develop their co-ordination as they play on the sit and ride toys and manoeuvre around with ease, avoiding any obstacles. Children enjoy playing at shops as they put the recyclable packaging into their trolleys and shopping baskets and pretend to pay at the till. They enjoy digging and fill their buckets with dirt and add water to make mud, and talk about it being gooey. Children develop their creative skills as they are involved in painting activities and freely paint pictures and take time to colour all areas of the paper. They show curiosity and ask staff why they have put paintings under the easel. Staff give appropriate explanations, informing them that because it is a warm day, the paintings will dry quicker in the sunshine. Children develop good hygiene routines. They are fully aware of the reasons why they need to wash their hands, as staff ask them questions to

reinforce the importance of this, such as 'why are we washing our hands? What could happen if we don't wash our hands?' Children reply appropriately, saying they are washing hands because they are dirty and have germs, and if they don't they could have a poorly tummy. Staff prevent the risk of cross infection by providing liquid soap and paper towels for the children to use and by following appropriate nappy changing routines. Children receive healthy and nutritious snacks, such as biscuits and cheese and a piece of fruit, milk or water, and this helps them develop an understanding of healthy eating. Parents provide packed lunches for the children and are encouraged to provide healthy options. Children's individual named water bottles are readily available for them to access if they wish during the session. Posters of healthy foods are displayed in the room and children have opportunities to taste different foods during cooking activities. Children develop skills for the future through becoming independent in their own care needs, and the experiences they have during their time in the pre-school. They develop an awareness of others as they are involved in fund raising events to help those less fortunate than themselves, such as Red Nose Day and talking part in a sponsored walk to fund raise for the annual summer trip.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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