

All Hallows Too Pre-School

Inspection report for early years provision

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Inspector

Judith Reed

Setting address

Townhill Community Centre, Meggeson Avenue, Townhill
Park, Southampton, SO18 2HA

Telephone number

07837630653

Email

allhallowstoo@hotmail.com

Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

The community managed pre-school recently re-registered as it moved into new community premises. It operates from a large room with in the centre and children have access to an enclosed play area. The pre-school is in the area of Townhill Park in Southampton. It is open each weekday during school term time from 9am to 12noon and Monday, Tuesday and Wednesday afternoons from 12.30pm to 3.30pm. A lunch club is available for a smaller number of children.

The pre-school is registered on the Early Years Register. A maximum of 26 children aged from two years to under five years may attend at any one time. There are currently 52 children on roll. The pre-school supports some children with learning difficulties and/or disabilities, as well as children who speak English as an additional language.

There are six members of staff who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are individually welcomed into the pre-school and staff ensure all are valued and encouraged. Children enjoy the suitably planned and built premises and benefit from the easily accessible facilities provided. Equality and diversity are effectively promoted. Overall parents are involved in the development of their children and suitable links are built with other professionals. All staff take part in the self-evaluation process and strive for ongoing development of the pre-school.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to improve and develop the framework for partnership working

The effectiveness of leadership and management of the early years provision

The efficient organisation of the pre-school ensures children are safeguarded at all times. All staff are well aware of their duty regarding safeguarding children and there is a suitable policy in place. All staff are suitability checked and appropriate recruitment procedures are in place. Regular risk assessments are carried out and recorded. The necessary documentation is in place to ensure children's safety and security. Children's safety is assured and supported as suitable staff ratios are maintained and staff move around the premises ensuring that children are

supervised at all times. Staff work very effectively as a team. The premises are secure and the exit and entrance doors are locked during the session. Staff access the other rooms by using number code pads. Children feel safe as regular fire evacuation drills are held and they are fully aware of how to keep themselves safe. They also learn about stranger danger and road safety.

Resources are excellent and the pre-school is very well planned and organised to meet the needs of the children attending. The newly built, accessible, community building is light and airy, and provides excellent access to the outside play area, and toilets with low level wash hand basins. A range of new, clean and suitably sized resources are provided and include natural items, such as wooden chairs and storage units. Children help themselves to a range of equipment, including construction equipment and jigsaws, from clearly labeled storage boxes. Routines are effectively planned and include short large and small group sessions. The small group sessions are carefully planned by key people to meet the individual learning needs of the children.

All families are welcomed into the pre-school and an equal opportunities policy is in place. This is regularly reviewed to ensure it remains up to date. A named person takes responsibility for equal opportunities matters, although all staff also have a duty to highlight and promote equal opportunities during activities. Staff plan activities to link with festivals and cultural events. A wide range of equipment and toys reflect diversity. Differences and similarities are discussed and children are helped to understand and acknowledge these through discussion, and small group sessions. Stimulating posters and pictures are displayed showing positive role models such as female firefighters and astronauts, as well as male carers and homemakers.

Pictures also include people with disabilities and/or learning difficulties. Children who speak English as an additional language are supported by the thoughtful and caring staff. Their parents/carers are made welcome and interpreters are used to aid communication. A communication folder resource also supports communication issues. All children develop excellent language skills as the environment is language rich and the staff promote discussion and inclusion. Partnership with parents/carers is good and they are invited to view their children's individual learning journey records. Some parents/carers attend regular meetings. Parents/carers complete the Unique Child booklet when their children start attending the pre-school and this enables key people to set starting points for their learning journey. Parents/carers report that they feel involved in their child's learning and development and they are very pleased with the progress made. They are aware that their children are bright and interested in the activities offered as they talk about them when they get home.

Management of the pre-school is organised by a parent/carer committee who work hard to support the whole staff team. The staff prepare regular newsletters to keep parents/carers informed about planned activities and term dates. A notice board of information is displayed within the pre-school and parents/carers are encouraged to look at this along with the policies of the group. The staff team build good relationships with other professionals to ensure children's individual needs are fully met. They communicate with therapists and local authority area

inclusion coordinators to provide suitable support for children. The special educational needs coordinator is trained and experienced. Communication with other providers is not always successful at present.

The whole staff team are involved in the self-evaluation process and also the quality accreditation process. Individual plans and activities are evaluated to ensure learning outcomes are met. The committee and some parents/carers also take part in evaluation. Staff listen and act on suggestions to improve the pre-school provision. Ongoing development of the pre-school is a priority and staff review training available to ensure their knowledge and skills remain up to date at all times.

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

Children are busy, quiet and engaged in a wide range of activities. Children are very settled in the new environment. They are enthusiastic, happy, talkative and eager to participate in child and adult led activities. They access resources which feed their imagination and extend their learning. Free flow allows them to make even more choices in their play. The calm and very well organised environment is kept safe and clear during sessions as staff tidy as they go along and encourage children to join in. Children are exceptionally well supported by the skilled and experienced staff team. They make excellent progress and development. Key people keep clear and well observed records of children's learning which are regularly shared with the parents.

Children's development is very effectively promoted because staff get to know them and their families well. Staff talk to the children as well as their parents/carers to ensure they are settled and happy. They ask if they may sit with children, allowing them to take control. Staff are positive role models and introduce appropriate language to support the children's current stage of development. Staff plan an excellent range of activities both indoors and out which help children to become active learners. The high quality continuous provision of a wide choice of activities, along with short small group times, enables staff to target development. Plans include differentiation aims for more and less able children. Staff plan activities during their planning meetings each week. Small group work with key people is targeted to meet the needs of the children in each group. Staff strike a very effective balance between adult-led and child-initiated activities. Children particularly enjoy the ease of movement between inside and outside activities. They show excellent personal, social and emotional development by finding their own coats and putting them on when needed. They independently access the toilets and come for snack according to their own needs. Children make friends and take turns when playing games together and using the physical play equipment such as balls and climbing apparatus.

Communication, language and literacy is exceedingly well promoted and children recognise their names as they self register at the beginning of the session, as well

as at snack time. Children listen attentively to stories. They concentrate, are enthralled, and join in repeated words or phrases. Staff skillfully include incidental opportunities for counting during snack time and play dough activities. Children count the matching knives around the table and also the number of biscuits they have created. Problem solving, reasoning and numeracy development is promoted at all times. For example, during snack time children are invited to choose square or round crackers to eat. Children show that they feel safe as they cuddle up to staff during story time and ask for comfort after a fall or accident.

Children follow meticulous routines for hand washing. They remain healthy as they enjoy plenty of fresh air and physical activity throughout the sessions. Staff promote discussion during snack time and lunch club and children learn about healthy eating. They begin to link what is consumed to the effects on their bodies. Staff discuss sugar drinks and tooth hygiene. They also encourage children to talk about a recent stay in hospital. Children's health is promoted because all necessary steps are taken to prevent the spread of infection. Children make choices about the snacks they consume and parents are informed. Parents/carers complete all necessary documentation to ensure children's health and safety. Children have a positive attitude towards learning and participation through joining in and making choices. Staff support children through behaviour management issues and help them understand expected behaviour. Strategies are fully discussed with parents/carers. Children are praised and encouraged. They are involved in activities such as tidying up and given responsibilities. Children know where toys belong. A pictorial time-line helps children understand the session routine. Children develop skills for the future and are prepared for transition to school. Their ability to apply their knowledge of communication, literacy, numeracy and information technology means they are fully prepared and ready for transition. Staff have introduced children's surnames when registering for snack to further extend the children's individual learning and self-esteem. A computer is available throughout the session and children access this as they choose.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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