

All Saints Pre-School (Exmouth)

Inspection report for early years provision

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Inspection date	25/05/2011
Inspector	Elaine Douglas
Setting address	All Saints Church Hall, Church Lane, Exmouth, Devon, EX8 1RZ
Telephone number	07800 838 177
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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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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.

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Description of the setting

All Saints Pre-School is run by a parents' committee and is affiliated to the Pre-School Learning Alliance. It opened in 1992 and operates from All Saints church hall in Exmouth. The premises include a large playroom, with kitchen, toilets and storage facilities, and a quiet room. Children also have access to an enclosed outdoor play area with a new 'secret garden'. They also have use of the orchard and vegetable patch in the adjacent rectory garden. The pre-school is open each weekday from 9.15am to 3pm, term-time only. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 45 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or children who speak English as an additional language. There are seven members of staff, including one trainee. The manager is a qualified teacher and has achieved Early Years Professional Status. Two staff hold a level 3 early years qualification and one holds a level 2. Two staff are working towards a level 3 qualification and one is working towards a level 2. The pre-school provides funded early education for three- and four-year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff's good knowledge of the Early Years Foundation Stage ensures each child's learning and development and welfare requirements are met. Most staff provide high quality interaction and all build excellent partnerships with parents. Partnerships with other providers sharing care are generally good. This means that children's individual needs are met in order to support them in reaching their full potential. Good procedures ensure children remain safe and adopt safe practices. The new manager has implemented outstanding systems of monitoring and evaluation. This has impacted on the quality of the provision, including the excellent deployment of resources, and ensures outstanding commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the partnerships with other providers who share care of the children, in order to ensure continuity of care and coherence in their learning and development
- extend the risk assessments to cover anything with which children may come into contact, with particular regard for the rectory garden

The effectiveness of leadership and management of the early years provision

Systems for safeguarding children are good. Staff and the chair of committee attend regular safeguarding training, and the manager has attended training on safer recruitment. Staff are vigilant about security and ensuring children only leave with an authorised adult. Good risk assessments are carried out and appropriate equipment installed. Staff follow good procedures, such as supervising climbing equipment. They ensure that children cannot access damaged resources. However, not all hazards in the rectory garden have been recorded. Safeguarding policies and procedures have recently been updated, including the use of mobile phones. Behaviour incidents are recorded and monitored, so staff can work with parents, outside agencies and individual children. All staff hold a first aid qualification and good procedures protect children's health.

The re-organisation of the environment and the purchase of new resources provides an enabling environment, which promotes children's independence and autonomy in their own learning. Parents and staff have worked together to provide a 'secret garden' for children to explore natural resources and grow produce, with the support of two teachers. Staff observe and listen to children to see how they use the environment and make appropriate changes. The smaller room is used for quiet activities and for the older and more able children to have focused activities.

The outstanding ambition and drive of the new pre-school manager has had a significant impact on the provision, including running to full capacity. Excellent use of monitoring systems, such as self-evaluation, identify ambitious targets and staff development, which are an ongoing process. All changes are monitored to evaluate their impact, in order to strive for outstanding outcomes for children. There has been many changes to staff but the manager's enthusiastic approach and high expectations mean staff are beginning to work well as a consistent team. The manager provides an excellent role model, constantly researching and supporting staff. She provides in-house training, such as sustained shared thinking, team building and outcomes for children. The manager and deputy regularly attend meetings to keep up to date on regulatory updates. Staff have very good opportunities to contribute their ideas and to be involved in setting development targets, this ensures a shared high commitment to continuous improvement.

Parents receive excellent information on the provision and their child's development. The website and 24-hour telephone service mean parents can access information at their convenience. The manager has trialled many ways of working in partnership with parents, in order to find systems which meet everyone's needs. For example, parents' meetings with their child's key person have been extremely successful, where as, newsletters and home school books have found to be less so. Parents are encouraged to be involved in their child's learning as much as they are able. Equality and diversity practices are good. For example, the pre-school liaises effectively with outside agencies to support children with special educational needs and clearly promotes the learning and development of children speaking English as an additional language. This makes a strong contribution to children's

achievements. The manager has been pro-active in establishing links with other providers sharing care of some children. However, some are not fully established to ensure continuity.

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

The introduction of new planning and assessments has helped to identify children's starting points, development and possible next stages. Consequently, children, including those who speak English as an additional language, make good progress. Focus has been given to identifying children's interests and recording each child's 'voice'. Most staff ask good open-ended questions to encourage children to solve problems and think critically. Staff ask children if they require help and provide sufficient support to enable children to move their learning on. They use words, pictures and actions, to ensure children of all abilities understand. Small group activities provide opportunities for the older and more able children to challenge their learning, for example linking letters and sounds.

Children are confident and happy within the setting. Their access to resources both inside and outside enables them to use equipment in a range of ways. For example, children use water with different size brushes to make marks on a wall, others use it to water plants. One child pours it into a dip in the ground to make a puddle, they then notice the changes from dry to wet, clear to muddy. Another child joins in, adding sea creatures and working out what will fit and which are too big. Children enjoy exploring paint, mixing colours and observing the prints left by their hands.

Children are gaining a good awareness of healthy and safe practices. For example, children recognise the differences between the whistle for gaining their attention and the one for emergencies. They discuss possible hazards before going on a walk and learn to use large climbing equipment and scissors safely. Children are able to access fresh drinking water and fruit, throughout the session. Meals are a social occasion and an opportunity to discuss healthy eating. Children take pride in helping to prepare them, cleaning tables and putting on tablecloths, as well as serving themselves. All children wash their hands prior to eating and after using the toilet. They use liquid soap and paper towels, which they place in 'Mr. Bin'. Children comment on wearing sun glasses and use sun screen, which help to protect them from the effects of the sun.

Children are developing a strong sense of belonging. They learn about re-cycling, composting and growing their own produce, supporting them in making a positive contribution. Children comment on strawberries not being ready to eat because they are green, and needing water and sun to turn red. Children are gaining a positive awareness of the wider world. They have close links with a nursery in Gambia and get involved in charity events. No child is made to take apart in any activity but the majority are motivated to want to. Children access a wide range of books, 'telling' themselves the story or they confidently ask staff to read to them. They develop independence as they get involved in daily routines, which also

supports them in developing skills for the future.

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	1

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	1
The effectiveness with which the setting deploys resources	1
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	1
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
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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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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