

# All Saints Pre-School

Inspection report for early years provision

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**Unique reference number** 155086  
**Inspection date** 15/06/2011  
**Inspector** Shawleene Campbell

**Setting address** All Saints Church Hall, Melbourne Road, Leyton, London, E10 7HF  
**Telephone number** 020 8928 9810  
**Email**  
**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*.

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).

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 was registered 1993 and is managed by an elected committee made up of parents and members of the All Saints Church. It operates from the hall and a rear group room in All Saints Church in the Leyton area within the London borough of Waltham Forest. Children have access to a secure outdoor play area.

A maximum of 30 children in the Early Years age range may attend the playgroup at any one time. There is no provision for children aged under two years. There are currently 23 children aged from two to under five years on roll who attend a variety of different sessions. Of these, 17 children receive funding for early education. The pre-school currently supports several children who speak English as an additional language.

The setting is open each weekday from 9:30am to 12:30pm Monday to Friday in term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The group receives support from the local authority. The pre-school employs five staff to work with the children; of these, over half has an early years qualification to NVQ level 2 or 3 and the manager has a level 4. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are settled and confident in their environment demonstrating that their welfare needs are appropriately met. Although the children are steadily making progress in their learning, the current arrangements for observations and assessments has yet to be fully developed. This limits the planning a broad range of experiences that are tailored to meet children's individual needs. The systems for self-evaluation are used generally well to identify some areas for further development. However, not all recommendations made at the last inspection have been fully addressed. Staff have developed sound relationships with parents and outside agencies to promote continuity of care.

## What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so they can be used to assist in planning

10/07/2011

an challenging learning and development experiences that are tailored to meet children's individual needs (Organisation)

- ensure children's next steps are consistently identified to enable staff to effectively track their learning journey (Organisation) 10/07/2011

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

- further develop staff knowledge and understanding of the Early Years Foundation Stage to effectively promote children's learning and development
- further develop procedures to ensure parents contribute to children's ongoing learning and development assessments
- make arrangements to ensure children are able to access drinking water independently
- further develop systems to ensure the planning of outdoor activities to reflect the six areas of learning to ensure purposeful play

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted well because staff have a sound understanding of safeguarding and child protection issues. They are fully aware of the procedures to follow should they have any concerns about the welfare of a child in their care. Children's welfare is further promoted because all required records, policies and procedures are in place. Documentation is appropriately maintained and readily available for inspection.

Staff hold appropriate early years qualifications and there are appropriate vetting procedures in place to ensure all staff employed are suitable to work with children. Staff work well as a team and they are encouraged to undertake relevant training to promote update their skills in order to improve the outcomes for children at the setting. Examples of recent courses undertaken by staff include Safeguarding, Management and Sign Language/Makaton.

Staff are well deployed both indoors and outdoors to promote children's safety. The staff ensure children's arrival and departure time is closely monitored and recorded which contributes to their safety while at the setting. Children's safety is further promoted because risk assessments are regularly undertaken, including for outings.

The processes for self-evaluation are used effectively to identify strengths and some weaknesses of the early years provision. As a result, some improvements have been made to the arrangements for snack time and there is now a designated changing area. This process shows the setting is committed to continuous improvement.

The setting has developed positive relationships with parents and their views are

obtained through an annual general meeting (AGM) and a comments book. There are many displays for parents in dual languages and they comfortably share their views in the comments book in their first language. Staff communicate with both children and parents in their first language (including Urdu and Punjabi) where appropriate, which promotes inclusion. Information about the Early Years Foundation Stage is shared with parents via displays, newsletters and discussion. Although there are opportunities to share children's profiles with parents, procedures have yet to be fully developed to enable parents to contribute to children's ongoing assessments. At present they are not able to effectively contribute to their children's learning and development at the setting.

There are no children attending the setting with special needs or attending another early years setting. However, staff are aware of the importance of working in partnership with parents and with external agencies when appropriate to ensure the best possible outcomes for all children. Staff members know their key children well and they have gathered appropriate information about children's individual needs and backgrounds to promote an inclusive environment for all children.

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

The children are cared for in a friendly and welcoming environment. Their physical skills are developing well because they have free flow access to outdoor play. However, the systems for the planning of outdoor activities have yet to be fully developed to ensure it consistently link to the six areas of learning to effectively support children's experiences. The children use wheeled toys skilfully and benefit from taking part in the planned 'sports day' event where they use a range of equipment, for example using small rings on their head for balancing. They also benefit from taking part in group events such as an egg & spoon race.

The children are steadily making progress in their learning and development. Although staff demonstrate some understanding of the Early Years Foundation Stage this has yet to be fully developed to effectively support children's learning and development. There are appropriate systems in place for making written observations and assessments. However, these have yet to be fully developed to ensure they are consistently carried out to enable staff to effectively track children's learning. Although some planning takes place, links are not made consistently to the six areas of learning. Procedures have yet to be developed to clearly identify children's individual needs and interests. However, initial assessments are obtained to enable the staff to build on what children already know, for example 'This is Me' assessment record.

Staff engage well in children's play to support their learning. While taking part in craft activities, staff ask children appropriate open ended questions to encourage children to think and to promote their language development. The children are beginning to attempt to write their name on their artwork.

A number of children attending the setting are from varying backgrounds and

speak English as an additional language. Staff support these children well by using their Makaton signing and key words in the home language to communicate with children. There are visual displays around the setting in dual languages enabling children to become familiar with the routine and the meaning of words in English.

Children's independent skills are developing well because they are encouraged to make choices at snack time and help in the preparation of making a fruit salad. This also enables children to develop an understanding of foods that are good for them and contribute to their good health. Children are given a choice of water or milk at snack time. Although fresh drinking water is readily available throughout the session, this is provided by staff on children's request and therefore, children are not consistently encouraged to think about their personal needs.

There are opportunities for children to learn about the wider world as they celebrate festivals such as Diwali, Chinese New Year and Christmas. They have access to an appropriate range of resources that reflect the diversity of people within the community, for example, books, disability figures and posters.

Children engage well in construction with colourful bricks to make creations to extend their imaginative skills. Through practical activities children are introduced to numbers, simple additions and subtractions; for example number songs such as 'four little monkeys jumping on the bed'. They are also beginning to use scales to explore concepts such as heavy and light. These activities all support the development of early maths skills. The children have access to an appropriate range of resources and equipment to support their learning. Toys are in good repair and provide sufficient challenge and stimulation.

Children learn to take responsibility for keeping themselves safe as they practice fire evacuation procedures. They know what to do and how to behave in an emergency situation. The children are generally well behaved and staff use consistent methods when managing inappropriate behaviour, for example reinforcing using 'kind hands', talking to children about the feelings of others and encouraging children to say 'sorry'. This helps children to develop an understanding of right from wrong, and the importance of caring for others.

The children are cared for in a clean environment where they follow appropriate hygiene routines which minimises the risk of cross infection. Children's well-being is further promoted because staff follow satisfactory hygiene practices when changing younger children's nappies; the changing mat is cleaned with antibacterial agents and apron and gloves are worn. by staff.

Overall, the children are cared for by enthusiastic and caring staff in a well resourced setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
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