

Allsorts Pre-School

Inspection report for early years provision

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Inspector

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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

Allsorts Pre-School has been registered at its current premises since 2003. It is owned and run by a voluntary committee of parents. It operates from demountable buildings adjacent to St. Bartholomew's Primary School. The pre-school serves the local area of Wootton Bassett. The pre-school is registered on the Early Years Register to care for no more than 40 children from two years to the end of the early years age range. The pre-school receives funding for the provision of free early education to children aged three and four years. There are currently 57 children on roll. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school opens weekdays throughout the school term. Pre-school sessions for children aged three to four years are mornings and/or afternoons between 9am and 3pm. Two-year-old children can attend on Tuesday and Thursday afternoons between 1pm and 3pm. The pre-school employs 10 members of staff who work directly with the children. The manager has an early years degree. Five other staff hold childcare qualifications at level 3 and two staff at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and healthy and enjoy their time at this busy pre-school. A strong commitment to training has resulted in a team of well-qualified staff who generally use their good knowledge to ensure that most children make good progress. Strong links with parents significantly benefits the children. They are kept well informed and involved in their children's learning. The management generally reflect well on what they provide and have clear, well-targeted plans to continually improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- review the systems for sharing information about individual children's needs to ensure all staff know how best to support their learning
- extend the use of the outdoor area to give children freer access to outdoor play for a longer period each session
- reconsider the systems in place for children's snack time so that all children are well nourished.

The effectiveness of leadership and management of the early years provision

Effective arrangements are in place to keep children safe and healthy. Robust recruitment and vetting procedures ensure staff are suitable to work with children. All staff complete child protection training and the manager has attended higher level training so that if concerns arise, they can act promptly and with the appropriate agencies to safeguard children. Thorough risk assessments and vigilant staff minimise the risk of accidents so that children play in safety. The premises are bright and welcoming, with an entrance hall displaying many photographs of the children and an informative notice board for parents. It is well organised to encourage children's independence. For example, children use the toilets on their own and a wide range of high quality play materials are clearly labelled on low-level shelves.

The management demonstrate a strong commitment to continually improving what the pre-school provides for children and their families. Several staff have achieved higher level qualifications, including the manager who has completed an early years degree. They continually reflect on what they provide and use an accreditation scheme to help maintain a good standard of care and education. They take account of the views of parents; children and other professionals to help them successfully identify areas of strength and those to develop. As a result, plans are well targeted to improve outcomes for children. For example, staff training in Letters and Sounds and the Every Child a Talker (ECAT) programmes have improved children's speaking and listening skills.

The pre-school generally promotes equality and diversity well and takes steps to help most children make good progress. They work closely with parents so that they know children well and can take account of different home circumstances. They successfully identify when children need additional help and seek support from outside agencies and provide extra equipment if needed. However, on occasions, information is not shared with all the staff working with an individual child to enable them to fully support their achievements. Staff recognise that some children are more active learners and take this into account when planning activities and topics around children's interests. For example, a well-illustrated story book has sparked children's interest in many subjects, such as pirates and clocks. The morning snack is eaten all together at a set time, and while this is a social event, it does not consider the individual needs of children who have had breakfast early or no breakfast at all.

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

Children make good progress in their learning and development. This is due to knowledgeable staff who effectively guide children's play, encouraging them to develop their ideas and learn new skills. They monitor children's development and make sure they are challenged and build on what they already know and can do.

They develop children's language well, for example, by having interesting conversations with children, such as whether you could take a polar bear for a walk on a lead. Staff plan activities around children's interests, such as a recent topic on growing. Children delight in seeing pictures of themselves as babies displayed at their own height and enjoy growing, harvesting and cooking potatoes. These highly enjoyable experiences make children eager to learn and join in. Practical activities are used well to help children learn. For example, a child perseveres until they find a systematic way of counting the number of holes in a cake tin, so they know how many paper cases they will need. Children are keen to have a go at early writing because it has a purpose, for example, writing their names on their cake bag to take home or making shopping lists in the home corner. They get lots of practice by chalking on the floor or a big blackboard outside and painting with water and big brushes. These activities are especially appealing to boys and the more reluctant children. It gives them the skills they need in the future as they start to write.

Children play very imaginatively. Many children love to act out familiar scenarios in the extremely well-resourced role play area. They chatter animatedly as they make tea or tend to a sick friend who is writhing on the bed. Staff introduce new themes and follow children's interests, such as making a space station or garden centre. This introduces new vocabulary and encourages much collaborative play. Children share well and use sand timers to decide whose turn it is. Most children behave well and those who find it difficult are given extra support. Towards the end of busy sessions, when the children are inside, some can get overly boisterous and the room is noisy.

Children enjoy their time at pre-school. They form friendships and have very good relationships with the caring staff. This helps them feel safe and part of the group. They are sensitive to the feelings of others, for example, wanting to share toys with a visiting child. They learn how to play safely, for example, following rules without needing reminding, such as keeping bicycles on the path so they do not bump into others. Children show a very good understanding of being healthy. They know they must eat the healthier things in their lunch box first before the crisps or chocolate. They enjoy fruit every day for their snack and growing fruit and vegetables in the garden increases their interest in healthy eating. Children enthusiastically play in the interesting and varied outdoor area, with a wide range of equipment and activities. They are physically active every day, and enjoy moving in many ways, such as climbing a net, kicking balls or pedalling. Children remember with pleasure when they tried dances, such as salsa and ballet. However, they only play outside for a part of each session, which does not benefit those who learn best outside.

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	3
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	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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