

Allsorts

Inspection report for early years provision

Unique reference number EY296685
Inspection date 09/06/2011
Inspector Diane Wilkinson

Setting address St. Augustines RC Primary School, Hardy Avenue,
Weymouth, Dorset, DT4 0RH

Telephone number 01305 750 444

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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*.

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

Allsorts Pre-school and Out of School Club was registered in December 2004. It is on both the Early Years Register and the compulsory and voluntary Childcare Registers. It is situated within St Augustine's Roman Catholic Primary School in Weymouth, Dorset with which it has strong links. There is a main pre-school room with kitchen and toilet facilities. The out of school club also has use of the computer suite, the Reception class and Early Years Foundation Stage area of the school, with extra toilet facilities including a disabled toilet close by. There is a dedicated office area and staff toilet. There is a fully enclosed garden accessed from the pre-school room.

The setting is registered to care for 45 children aged two to eight years. There are currently 58 children on roll. Of these 48 children receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The out of school club also accepts children up to the age of 11 years of which there are 73 on roll. The setting is open Monday to Friday, all year round from 8am to 6pm. The pre-school provides both morning and afternoon sessions and the out of school club provides before and after school and holiday care.

There are currently 20 child care staff employed, all of whom either hold or are working towards an early years qualification. They are supported by a parent committee and staff from their sister pre-school situated within the same area of the town.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The quality of provision and outcomes are outstanding. The commitment of staff to providing for individual children's needs and interests is a key to their success, with rigorous self-evaluation and an excellent programme of on-going training and development helping staff to achieve this. The setting works very successfully with other schools and agencies, and with parents to support children's development. Both the quality of education and attention to children's welfare are excellent and the capacity for continuous improvement is outstanding. The assessment of children's progress is of high quality with records providing very good examples of what they have achieved. However, until recently children and their parents had few opportunities to contribute to this.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children and their parents and carers to contribute to the records of their achievements.

The effectiveness of leadership and management of the early years provision

The provision benefits considerably from its highly skilled manager, her organisational skills and the support she provides for staff. Outstanding attention is given to the safeguarding of children, with very effective policies and procedures in place to address this. Staff are extremely vigilant at all times and their liaison with parents or other agencies with regard to any concern is exemplary. Excellent routines are in place to register children's arrival and departure and for important procedures such as the administration of medicines or the recording of accidents. These strengths also benefit older children attending the out of school club. There is outstanding teamwork amongst all staff and the supervisors are excellent role models, making a major contribution to the smooth day-to-day running of the setting.

Staff are extremely reflective, with self-evaluation and development planning at the heart of their work. There is an excellent awareness of changing needs as children join, leading for example to staff undertaking training to support specific medical conditions such as epilepsy. Staff have an outstanding awareness of how young children learn and develop, but there is a very strong commitment to build on and extend their expertise such as in the teaching of letters and sounds. Strengths such as these ensure that children's equality of opportunity is promoted exceptionally well. Adults are highly skilled in ensuring that children are very well integrated; for example a local volunteer helper from the Polish community supports children who speak little English when they arrive. Rigorous monitoring ensures that each child receives their full entitlement, with staff constantly vigilant in ensuring that no discrimination takes place.

The engagement with parents and carers is of exceptionally high quality. Staff work very closely with them as partners in supporting their children's development and parents and carers are extremely well informed about their children's progress and the activities they take part in. As a result parents and carers regard the pre-school and out of school club very highly. The committee provides excellent support, many members voluntarily helping in the setting. The excellent relationship forged with school staff benefits children enormously. This is further enhanced by the close proximity of the Reception class so that the induction into this for pre-school children is exceptionally good. There are equally good partnerships with agencies that provide children with expert help such as speech and language therapy.

Both the pre-school and out of school clubs provide a very good ratio of staff to children and they are deployed exceptionally well to support development.

There is excellent liaison with the school as to the use of resources, which benefits children considerably; for example in the use of the school's trim trail to enhance physical development. The accommodation, both indoor and out is very well organised to support children's learning and development across all areas.

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

Children make excellent progress because of the high quality activities and outstanding support staff provide for both their welfare and learning and development. Prior to entry to the pre-school staff liaise very closely with parents and carers to help identify strengths in children's development or any concerns. Strong support for children with special educational needs and/or disabilities ensures that they make the same excellent progress as their peers. In particular, the support for speech and language needs is exceptionally good. Alongside this there is a clear recognition that children learn best when engaged in an activity that really interests them so children's views on what they would like to do are constantly sought. Consequently, activities are highly relevant and exceptionally well matched to each child's stage of development. As a result children greatly enjoy the time they spend in the setting, developing confidence and self esteem because they know their views are important and regularly responded to. Behaviour is exemplary and both the pre-school and out of school club are very happy and harmonious places to be.

Observational assessment of children's progress is excellent, with outstanding record keeping giving a very clear picture of what children have achieved and what to do next. This is enhanced by the daily evaluations of activities so that planning is constantly being refined to enhance progress. Regular discussions with children and their parents and carers ensure that both have an excellent awareness of how children are progressing. Records of children's progress include very effective examples of what they have achieved although until recently parents and carers and children themselves were unable to contribute to these.

Children's development is planned for exceptionally well across all areas of learning, with a strong emphasis on personal and social, and communication and language skills. From an early age pre-school children are encouraged to take on responsibility, for example in self registration or in serving themselves at snack times. They become very good at working independently or with others, and older children attending the out of school club help foster this aspect very well. Children love the singing games which help them identify the rhyming patterns in words and the many opportunities for discussion or listening to stories. Early Years Foundation Stage children in the out of school club have opportunities to use and refine the writing or drawing skills they have learnt at school. Children's early number skills are encouraged exceptionally well, for example in counting the number of toys there are or in helping an adult to measure out the correct amount for their cooking. Strengths such as these help ensure that children are

exceptionally well prepared for the next stage of their learning.

Children develop an excellent understanding of what constitutes a healthy lifestyle, recognising the importance of washing hands before eating and happily choosing healthy food at snack times. The wealth of opportunities for climbing, running or jumping enhances this aspect also. Due to the excellent welfare arrangements children show a strong sense of security and an exceptionally good knowledge of how to use tools such as scissors. Children are very confident to raise any concerns they may have with an adult.

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	1
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	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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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