

All Saints Pre School

Inspection report for early years provision

Unique reference number	137752
Inspection date	07/03/2011
Inspector	Katie Dempster

Setting address	All Saints Church Hall, Waltham Drive, EDGWARE, Middlesex, HA8 5PQ
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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

All Saints Pre-school was registered in 1995 and it is run by a private provider. The setting operates from a church hall within All Saints church in Edgware in the London Borough of Brent. There is access to main room, smaller side room, large gym hall and a secure outdoor play area. The setting provides a service for children from the local community. The setting is open each weekday from 9.00am to 1.00pm term time only.

It is registered to care for 35 children in the early years age range and there are currently 35 children on roll. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs nine members of staff, of which five hold appropriate early years qualifications. The setting is registered on the Early Years Register and both parts of childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and are progressing well in all areas of development. Staff promote an inclusive environment and provide a warm, friendly welcome for all the children and their families. Overall, staff interaction with children is effective in encouraging thinking and communication skills. The partnership with parents is good and a two way flow of information is fostered which supports children in their care and development. Management and staff have a good understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

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

- Take opportunities to engage children's thinking skills by using open ended questions regularly.
- Ensure children have access to meaningful mark making opportunities throughout the environment

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff are clear on their roles and responsibilities in relation to safeguarding and have policies and procedures in

place to reinforce practice. The manager takes lead responsibility for child protection and has attended training to support her in this role. Clear and up to date systems are in place to support staff should they have any concerns about a child in their care. All visitors are required to sign in and out of the visitors' book to ensure a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so. The play and learning environment is safe and secure at all times, staff are well deployed to supervise the children and full and thorough written risk assessments are carried out and reviewed regularly to ensure the safety of the children.

The management has a clear vision for the nursery and continually review practise, along with the whole staff team, to drive the setting forward. Daily routines, weekly planning and individual activities are monitored and evaluated to ensure they meet the needs of the children and to assess what can be done to make further improvements. Management and staff work well as a team, identifying areas for improvement through self evaluation and address any weaknesses as soon as possible, via the use of action plans. The team have dedicated their next plan of action to the development of the outdoor area. This will bring about great benefits to outcomes for children. Furthermore, the setting has received accreditation from I CAN; a partnership programme aiming to develop communication development in early years, including those children with speech or language disabilities. They received a very positive report from the assessor.

Children benefit from the well established relationships between the staff and their parents. Information is shared openly and parents have access to their children's achievement profiles at any time. Newsletters, the setting's notice board and daily feedback keep the parents fully informed about the nursery and any changes and developments. Parents' questionnaires are used to seek the views of parents and during meetings arranged to discuss children's progress they are encouraged to make comments about the next steps devised for their child. This keeps parents informed and involved in their children's learning. Furthermore, parents are regularly encouraged to visit the setting to perform discussions or presentations. These have included parents celebrating Eid talking to the children about Ramadan and performing Mehndi on them.

Children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at the children's level to ensure those of all ages can access the resources independently, promoting their freedom of choice and decision making skills effectively. Diversity is promoted well within the setting. They use a range of multicultural resources to learn about other cultures and beliefs and take part in exciting activities and themes celebrating festivals, such as Chinese New Year where children made traditional Chinese food and looked at artefacts such as figures and Chinese calendars. Positive images of ethnicity, gender and disability are displayed around the nursery and are positioned at the children's level where they are able to view them easily, extending their knowledge and understanding of diversity on a daily basis.

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

Children in the pre-school have fun and are kept busy. They enjoy a wide variety of activities and experiences to promote their learning and development in all six areas of learning. Staff have a good knowledge of the Early Years Foundation Stage and implement a well balanced curriculum. They spend time observing the children and use this information to identify their individual next learning steps along side the development matters within the EYFS. The next steps are then incorporated into the curriculum planning to ensure it reflects the individual needs of the children attending. Staff are fully committed to their role within the setting, dressing up and joining in with play much to the children's delight. They are warm and friendly towards the children and shows lots of praise and enthusiasm. Teaching skills are good, as staff engage well with the children. They use effective questioning, although on occasion opportunities are missed to extend children's thinking and communication skills.

Children confidently choose activities they wish to explore from the wide range of resources available. They apply their creative skills as they make collages with a range of different materials and use their imagination in the well resourced role play area. The green grocers is well set up to provide interesting props to aid children's play, they enjoy pretending to be shopping and tell staff, 'I'm buying apples!'. Children have access to a variety of reference and fictional books and know how to handle them correctly, they enjoy sitting in the cosy book corner and relax as they read their chosen book. Children have access to resources reflecting technology, for example tills, telephones and ICT equipment. They thoroughly enjoy using the microphone as they sing along with the karaoke machine, staff join in doing the movements to the songs and children laugh with delight. Younger children make impressive progress in their communication skills, they confidently sing the 'abc' song and recite the days of the week and months of the year in front of other children at circle time. Opportunities for meaningful mark making are available although not always provided in all areas of the setting.

Children enjoy large themed outside activities, they have participated in a construction theme where they all dressed up in construction clothes including hard hats and high visibility vests, they used play wheel barrows and cement mixers, using the large bricks to build walls. There are many opportunities for physical play, children run, jump, balance and negotiate space as they steer wheeled toys. This high importance placed on learning outside gives children wonderful wider learning experiences.

Children are learning about safety through first hand experiences. They help cut up the fruit at snack time and learn how to hold knives correctly, under close supervision from staff. Discussions and role play based on road safety encourage children's learning in a meaningful way. They use a zebra crossing, working traffic lights and simulate a busy road as some children wheel across the crossing on their trikes. Others then wait for the green man to flash and say, 'we can cross now!'.

Children learn about and are encouraged to adopt healthy habits, they are reminded to cover their mouths when they cough and why it is important to wash

our hands, staff are heard asking what germs can do to us, children reply, 'give us an infection'. Staff talk to the children about healthy options and these suggestions are available to parents also. Healthy and nutritious snacks are provided; children enjoy fruit, sandwiches and on festival occasions they have enjoyed chapattis and biscuits. Children's allergies are known and recorded to ensure all staff are aware of the children's dietary requirements.

Children's behaviour is very good because they are busy and occupied in activities that reflect their own interests, throughout the day. They are polite and are often heard saying please and thank you, praised by staff. Their independence and self help skills are highly supported. For example, children have access to a mini water dispenser to enable them to pour their own drinks, and the self registration system gives children ownership of their attendance. Children gain social conscience and learn about helping others as they make cakes and organise a cake sale for charity events. These opportunities greatly help develop children's 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	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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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