

All Saints Pre School

Inspection report for early years provision

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Inspection date 10/10/2011
Inspector Angela Jackson

Setting address All Saints House, Romford Road, CHIGWELL, Essex, IG7
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Type of setting Childcare - Non-Domestic

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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 2004. It is privately owned. It operates from a large hall, a smaller room and kitchen in the grounds of All Saints Church in Chigwell, Essex. Children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open for 38 weeks of the year, Monday to Wednesday from 9.15am to 12.15pm and on Thursday and Friday from 9.15am to 2.30pm. The lunch club runs each day from 12.15pm until 1pm. Children attend for a variety of sessions. The pre-school is registered to care for a maximum of 26 children under eight years at any one time, of these not more than 26 may be in the early years age group and of these none may be under two years. There are currently 17 children on roll aged four years and under. The pre-school is funded to provide free early education for children aged three and four years and supports children with special educational needs and/or disabilities.

The pre-school employs four childcare staff including the owner/manager. Of these, two staff hold an appropriate level 3 qualification and two staff hold a level 2. In addition, the manager is studying at foundation degree level. The pre-school has good links with the local school and children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The strong partnerships formed with professionals and parents mean that staff have an excellent understanding of each child's individual needs and interests. Staff use this knowledge to plan a broad range of activities and to take good care of the children. As a result, most children are happy in their learning and make good progress. The pre-school is fully inclusive and effectively supports children with special educational needs and/or disabilities. The pre-school uses reflection and critical self-evaluation to identify plans for the future. This demonstrates a firm commitment for continuous improvement.

What steps need to be taken to improve provision further?

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

- build on children's particular interests by adding resources to sustain and extend their efforts
- create an attractive book area where children and adults can enjoy books together.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as a result of staff's good understanding of child protection issues. There are comprehensive policies in place and clear lines of referral. This means that staff are able to manage any concerns they have about children's welfare and to take all reasonable steps to protect children. In addition, all staff are appropriately vetted so that children are kept safe and are cared for by suitable adults. Rigorous systems are in place for risk assessing the provision and premises. A full risk assessment is carried out annually or more frequently where appropriate. It is used to identify areas which require checking on a daily basis, such as making sure the floor areas are clean and free from contaminants. Staff have good understanding of their roles and responsibilities. They organise activities and equipment so that children are able to move around independently and safely both indoors and outside.

Staff have a good awareness of maintaining ratios that meet or exceed the requirements. Children therefore have a high level of support as they develop new skills. There is a broad range of resources available but they are not always used to best effect. This means that some days children are not fully motivated to learn across all areas of the provision. For example, there are many interesting books for children to enjoy. However, books are displayed unimaginatively and are out of the immediate reach of children in the book corner. As a result, children are not fully benefiting from or enjoying, these books

The manager is very aware of the pre-school's strengths and weaknesses and constantly reflects on how to make further improvements. For example, the new 'Next Steps Profile'. This makes better use of the observation and assessment cycle so that challenging activities are planned for individual children. The tracking and monitoring systems clearly show how children are progressing and identifies areas for further development. This provides accurate information that is shared with parents so that they are able to take a full and active part in their children's learning. Parents provide useful information about each child at registration. Staff use this information to make sure parent's wishes and children's individual needs are effectively met.

Partnerships formed with professionals in the wider context are strong. Children with special educational needs and/or disabilities are very well supported and make good progress in relation to their starting points. The management of individual education plans is very good with realistic targets set in collaboration with parents and other agencies. Strategies are shared with all parties so that children benefit from the continuity of care provided by parents and the pre-school. There is a strong commitment for full inclusion for all children. Equality and diversity are actively promoted and there are comprehensive policies and procedures in place.

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

Children's understanding of keeping themselves and others safe is well promoted. They regularly take part in emergency evacuation practice and are learning to manage risks in the outdoor play area. For example, children give rides to each other on the double bikes while developing control in steering the bike around the foot of the slide. Children are keeping themselves healthy by following established routines for good hygiene. The daily snack time provides a good opportunity for children to socialise together and with staff and to learn about healthy lifestyles. For example, they discuss the fruits they enjoy and the importance of cleaning their teeth every day.

Children have a good understanding of animals, their needs and how to take care of them. They are interested in the new puppy that has visited them recently and in the snails in the garden. These interests provide good opportunities for children to communicate their feelings and views. They compare the snacks they eat with the foods that monkeys enjoy and enthusiastically look for snails in the garden. The exploration table indoors has a good range of resources that support these interests. However, these resources are not always readily available to children outdoors which limits the possibilities of impromptu investigation of the natural world.

Children are developing effective communication skills and have a good grasp of the concept of number, space and time. They use the vocabulary of mathematics in discussions with staff as they compare sizes and shapes of objects and how they can manoeuvre themselves on the climbing frame. Staff are supporting children to link letters with sounds and provide a good range of pencils, crayons and marker pens, to encourage mark making.

The pretend post office provides a rich source of opportunities for children to gain understanding of everyday life in the community as well as the workplace. They particularly like using the ink pads and watching the effects they produce. Staff are fully involved in all aspects of children's learning experiences. In addition, children are gaining skills in using resources that incorporate new technology, such as computers and interactive word pads. Staff promote good social skills and encourage children to think about others. Children are therefore learning to share and to take turns. The wide range of activities and children's full involvement in all aspects of the provision mean that children are effectively gaining skills for the future.

Children on the whole are well behaved. They learn to use 'good listening ears' and 'walking legs' in order to respect the views and safety of others. Staff and children enjoy and share in their morning song that reminds them all to take care of one another in pre-school. A wide range of activities are planned over the course of the year to promote understanding of difference and diversity in the local and wider community. Children share with staff in a full celebration of Diwali. They all dress in Indian clothes and making traditional foods and lamps together. A good range of resources including many posters and books, reflect other cultures and help

children's understanding of the world and other nations.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met