

Allsorts Pre-school

Inspection report for early years provision

Unique reference number

304949

Inspection date

10/11/2011

Inspector

Jane Shaw

Setting address

St John's School, Grimshaw Lane, Bollington, Macclesfield,
SK10 5LY

Telephone number

01625 572025 07913628115

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Allsorts Pre-school is run by a voluntary parents' committee. The pre-school was registered in 1990 and operates from designated pre-school rooms and occasional access to the school hall in St. John's Primary School, Bollington, Macclesfield, Cheshire. A maximum of 20 children may attend at any one time. The pre-school runs during term times only and is open Monday to Friday from 9am to 12noon. There is also access to a secure adjacent outdoor play space.

There are currently 17 children attending who are within the early years age group. Of these, 13 are in receipt of funding for early education. The provision is registered by Ofsted on the Early Years Register. The pre-school currently supports children with English as an additional language.

There are five members of staff, including the manager, who work directly with the children. Four of the staff hold appropriate early years qualifications. Two staff have Qualified Teacher Status and two hold a level 3 qualification in early years.

The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides children with a welcoming and fully inclusive environment. Staff know the children well and are able to successfully meet their individual needs. Children are respected and clearly valued for their uniqueness and individuality, as a result, children make good progress in their learning and development. In the main comprehensive policies and procedures and clear routines promote the children's welfare, care, health and safety. Partnerships with parents and carers are positive and support children's placements effectively. Overall good links have been made with the adjacent school, systems for developing communication with other early years providers is on-going. Systems for self-evaluation and reflection are good and demonstrate the setting's commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct fire evacuations on a more regular basis
- develop further the two-way flow of information with parents and between other day-care providers.

The effectiveness of leadership and management of the early years provision

Effective recruitment and vetting of staff ensures children are well protected. Comprehensive written safeguarding policies and procedures ensure that children's welfare is protected. All staff have undertaken recent safeguarding training and therefore their knowledge is current. On a daily basis, good staff ratios support children's safety, welfare, learning and development effectively. Records, policies and procedures are well organised, regularly reviewed and clearly effective in supporting the efficient management of the setting. Documentation, including accident and attendance records is well maintained in order to ensure children's welfare.

Children are developing an understanding of their own safety through reminders regarding using tools and equipment safely. Fire evacuations are conducted with children to ensure prompt responses, however, these are not done on a regular basis. Daily safety checks of all areas are completed prior to children's arrival. Full risk assessments are completed and reviewed on a regular basis. Records are available for parents and carers to view, demonstrating the staff's commitment to keeping their children safe.

A well organised environment, resources and staff ratios provide children with an environment which is conducive to their good learning and development. Equality and diversity is actively promoted. All children have equal access to the opportunities and resources, as a result, inclusion is well promoted.

Positive partnerships with parents and carers are in place. They have access to a wide range of information about the setting and what it provides, including information on the educational provision. Regular newsletters, daily feedback and access to their child's developmental record ensures that they are fully aware of how the setting is meeting their child's needs and promoting their learning and development. Parents and carers spoken to, confirm their complete satisfaction with the setting. Good arrangements are in place to ease children's transition to school. Relationships with other early years settings are developing.

Good systems are in place for self-evaluation and reflection. Staff are committed to ongoing training and development, attend regular staff meetings, annual appraisals and supervision sessions. These arrangements, the successful completion of recommendations raised at the last inspection and on-going self evaluation clearly demonstrates the setting's strong commitment to driving improvement and embedding ambition.

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

Staff have a good knowledge and understanding of the learning and development requirements and provide children with a well planned curriculum. As a result, they

are making good progress. An effective key person system and good staff ratios ensures children feel safe and secure. Flexible and responsive planning is based upon observations of children's interests and abilities, as well as some identified themes. Staff complete focussed and spontaneous observations of children's progress and achievements. Key persons use observations to complete children's developmental records. Observations are linked to the areas of learning and next steps identified.

Children arrive happy and eager to participate. They separate from parents and carers with ease and immediately make decisions about their play, choosing activities from those on offer. As a result they are becoming independent learners. Children are independent as they deal with personal tasks, put on and take off painting aprons and outdoor clothes and freely move around the room. Children's behaviour and attitude to learning is good, they share and take turns with resources and join together in play. They have a variety of opportunities to write and make marks, both indoors and outdoors. Some children are able to form letters as they write their names on their work. They identify their own name as they find their coat peg upon arrival. Staff encourage children to think and extend their language as they are involved in activities, such as discussing where the train is going as they built a track layout, or when describing the shape and feel of sea shells. Children have access to books and are able to see written words and pictures.

Children's mathematical development is strong. They match and sort as they use a variety of resources and computer. They count and develop a good understanding of mathematical concepts, as they build towers, count people present and as they compare sea shells. They develop an understanding of the world and nature as they plant seeds and bulbs. Excellent opportunities are available for children to consider their own environment and that of the wider world and others as they celebrate a variety of festivals from around the world and consider others through fund raising. Children competently use a computer keyboard and mouse and other technological toys. Children's creative skills are developing well, exemplified when they produce unique individual pieces of art and craft and full group pieces of work. Their imaginations are developing well, for example, they play together well, negotiating roles when using small world resources and enjoy access to musical instruments.

Children enjoy healthy snacks and access water at all times. They are aware of the need for good hygiene routines, older children explain to younger children hand-washing routines. Access to outdoor play opportunities, snacks and good hygiene routines promotes children's health, welfare and physical development. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of 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
--	---

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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

