

# All Saints Pre School

Inspection report for early years provision

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**Unique reference number** EY432396  
**Inspection date** 21/02/2012  
**Inspector** Linda Coccia

**Setting address** All Saints Church, Cissbury Drive, WORTHING, West  
Sussex, BN14 0DT

**Telephone number** 07770588705

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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*.

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## **Description of the setting**

All Saints Pre-School is privately owned. It opened in 2011 under new ownership. It operates from a large hall and a smaller room within a church hall in Worthing, Sussex. The group opens five days a week during school term times. Opening times are from 9am to 3pm on Mondays, Tuesdays and Thursdays. On Wednesdays and Fridays opening times are from 9am to 12 noon. Children aged under three years only attend the morning sessions. All children share access to a secure enclosed outdoor play area. The provision is registered on the Early Years Register. A maximum of 41 children may attend at any one time, none of whom may be under two years. The provision provides free early years education for three- and four-year-olds. Children may come from a wide catchment area. The setting employs 10 staff. Of these, six staff and the owner hold appropriate early years qualifications to National Vocation Qualification level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and make good progress in their learning in this well organised and welcoming environment. Overall, systems to record and plan for children's progress are secure. Children are involved in choosing preferred activities from the range of good quality toys and equipment. The staff have a good understanding of how young children learn and develop and use effective procedures to engage with parents and overall, partnerships with others are good. The provider has made a number of positive changes since the setting opened and this shows a good capacity to maintain the continuous improvement of the setting.

## **What steps need to be taken to improve provision further?**

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

- build on existing systems so all children's next steps are included in whole group planning
- strengthen the regular two-way flow of information, knowledge and expertise between practitioners, to help support and extend children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The provider organises the setting well. She is helped by an efficient staff team, some of whom have individual responsibilities to ensure the provision runs effectively. All staff hold current Criminal Records Bureau enhanced checks and regularly attend paediatric first aid courses. All regulatory paperwork, such as the

accident and medication records, is well maintained and readily available for inspection. The provider carries out regular risk assessments on the premises and toys to ensure children are safe. Children learn the rules for keeping themselves and others safe and can explain how to achieve this. Through the use of good safeguarding procedures, children's well-being is promoted.

The provider has utilised the help of her local authority development worker to help conduct an initial evaluation of her setting. With additional input from staff and parents, she has identified a number of areas for future improvement, in particular in the outdoor play space. Children have already benefitted from improvements because they now have a choice regarding outdoor play. The provider makes good use of the play spaces available. The youngest children are catered for in the smaller area adjoining the kitchen while the older children use the big hall. Both rooms contain plenty of play materials and suitably-sized equipment. The children make effective use of the toys as they move them to different areas to combine activities. Through self-initiated play children develop their decision-making skills. The setting displays good welcome information in a variety of different languages. There are also posters and lovely displays made by the children which show the various elements of diversity. Toys, from dressing up clothes to small world figures, show children that everyone can be different. The Special Educational Needs Co-ordinator (SENCO) assesses any children with particular care needs and refers them to appropriate agencies, mainly the speech therapist.

All staff talk regularly with parents to ensure that children have their individual needs met. The provider has good procedures in place to effectively work in partnership with other agencies such as the speech therapist and local primary schools. Overall effective partnership working means that children are supported well. However, staff have not yet received a response from one of the pre-schools a child attends. Parents have a wealth of written information provided on their notice board at the front door. They report that good information is provided about activities their children use, any upcoming events, and if any changes are planned to the service. Parents know that they can look at their children's records at any time. They have regular, informative parent consultation sessions with their child's key person. Parents report that staff are approachable at any time and make time to listen to any concerns they may have. This means that children receive good consistent care because regular discussions of their needs take place.

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

Children enjoy their time at the setting. The good enrolment procedures used by staff help children to settle well and quickly gain confidence in their surroundings. The comprehensive 'All about me' form gives staff the necessary information to know children well from the outset. Children separate easily from their parents and carers. Children show they feel safe in the setting as they confidently move around as well as through their demeanours. Children have access to toys which support their learning in all six areas. In the numeracy area they enthusiastically use

Russian stacking dolls to investigate size and shape. Children love to paint and draw in the creative area, making items for topics, such as pancakes for Pancake Day. They also make real pancakes to eat at snack time, measuring out and mixing their own ingredients.

The book area contains a wealth of interest books alongside favourite story books. Children animatedly join in at group time. They enjoy guessing what comes next in the story, confidently stand and sing songs and vie to tell about their home lives. This helps children to develop listening skills as well as further develop their confidence. They are proficient in using the computer and effectively operate both the programmes and the mouse. Children use the role play area well and, depending on children's requests, it is given different uses. For example, it may be a hospital or a post office. Children are keen to get further into role by dressing up in appropriate costumes. Because children can initiate their own activities, they are becoming confident learners. Children have plenty of opportunities for physical play activities both indoors and outside. The children's observation records clearly show the progress children make because key staff know and plot their progress. However, the systems for whole group activity planning do not always include all children's next steps, all of the time. Overall, the records show that children are making good progress towards the early learning goals and are developing a wide range of future skills.

Children are learning about healthy eating. They have made a display about the types of food which have a positive effect on their bodies. This topic is ongoing and children can talk about the different foods they have tasted and where the food comes from. One parent reports that her child regularly distinguishes between good and bad food which she has learnt from the setting. The staff talk regularly to the children about the effects of exercise on their bodies especially when it is warm outside. The children dig in the setting's homemade flowerpots to plant bulbs and seeds. They use ride on toys and play physical group games. The use of the garden can be limited to paved areas when the grassed areas become boggy. The children all practise the setting's good hygiene procedures, copying the diagrams displayed on the walls. Children are beginning to adopt a healthy lifestyle because the provider uses good procedures to promote healthy eating and active play.

All children are involved in practising the setting's good safety procedures. Older children can explain that running in the setting can be dangerous when the majority of activities are out. They know what they must do to avoid accidents. Younger children receive gentle reminders about acceptable behaviour by staff. Children know they must take care of their friends and share toys. Because staff challenge children about safety issues, children can readily talk about the setting's rules and how to stay safe. All children are involved in practising regular evacuation drills. They can explain what they need to do when the alarm sounds. Children are involved in planning activities by requesting toys and activities for the next time they attend. They also request toys that they know are available but not displayed during a session. This has a positive impact on all the children as a wider variety of toys is available for all children to use.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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