

All Saints Preschool

All Saints Church Hall, Rowanwood Gardens, Gateshead, Tyne and Wear, NE11 0DP

Inspection date	12/10/2012
Previous inspection date	13/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The well-resourced environment encourages children to be inquisitive, active and independent learners.
- Children's learning is promoted well by skilled staff who have a high level of understanding of the Early Years Foundation Stage. They recognise the importance of working with children's interests and provide stimulating opportunities to promote learning through play.
- Children show high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- High quality planning ensures that all children receive opportunities to make good progress in the seven areas of learning.

It is not yet outstanding because

- Methods to engage parents and other interested people in the self-evaluation process are yet to be implemented.
- Opportunities to maximise children's learning are occasionally missed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the preschool including the main room, kitchen area, conservatory and outside spaces.
- The inspector observed activities in the main room and conservatory.
- The inspector held a meeting with the manager and her deputy and spoke with staff at appropriate times throughout the inspection.
- The inspector met with a parent.
- The inspector looked at children's assessment records and planning documentation, the setting's self-evaluation form and a selection of policies and staff and children's records.

Inspector

Jacqueline Baker

Full Report

Information about the setting

All Saints Preschool is run by a management committee and was registered in 1997. It operates from the church hall at All Saints Church in the Lobley Hill area of Gateshead. The preschool serves the local area and has strong links with the Washingwell and Lobley

Hill primary schools. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The preschool opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children are able to attend for a variety of sessions. There are currently 32 children attending who are within the Early Years Foundation Stage. The preschool also offers care to children aged over five years. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They provide funded early education for two and three year olds.

The preschool employs seven members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above. The preschool receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further innovative methods to engage all parents and other interested people in the self-evaluation process
- review staff supervision procedures to ensure they all have a thorough understanding of how to maximise opportunities to promote children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to engage with children and how they learn best through play. Consequently, children arrive at the preschool with great enthusiasm and are soon engrossed in stimulating activities and games. Teaching techniques are very effective and particular consideration is given for the young ages of the children and their varying attention spans.

The self-registration routine is highly successful in promoting children's awareness of the written word. They eagerly recognise and select their name label in the cloakroom and take into the preschool. This together with an environment rich in text and well-resourced library means that children soon learn that text carries meaning. Children's early writing skills are also well fostered by plenty of mark-making activities. Timely intervention by staff maximises opportunities to further children's skills by demonstrating how to write the child's name on their work and encourages them to imitate this in the future.

Methods to capture children's interests and skills are routinely recorded by managers before children start at the preschool. Frequent daily contact and parents' meetings mean that parents are kept informed about their child's progress and areas for development. A particular strength of the preschool is the good planning across the seven areas of learning. Detailed planning for the small group time has clear aims and objectives and these are rigorously carried out by the key person. For example, a colouring activity provides an opportunity for the key person to assess children's knowledge of colour and whether they can identify different sizes of 'The Three Bears'.

Children's personal, social and emotional development is well fostered by staff and the thoughtfully planned environment. Most children are very keen to join in with the daily 'welcome time'. They listen attentively to the 'tick-tock' song and are ready to say their name when their turn comes. This not only increases their self-confidence but also promotes their feeling of belonging and security. Children have the opportunity to enjoy outside activities during the morning whatever the weather. They use climbing frames, slides or take part in parachute games. Children's understanding for the natural world is encouraged by planting of bulbs and growing their own vegetables and flowers. This also promotes children's physical development and furthers their ability to become curious and active learners.

The well-resourced learning environment, organisation of the planning and a thorough understanding of child development helps to ensure that children make good progress with their learning and development. A good blend of adult-led and child-initiated activities to challenge children's thinking are provided by skilful staff who generally have high expectations of all children. This together with the children's eagerness to learn means they are developing good skills for future learning.

The contribution of the early years provision to the well-being of children

Staff are skilled in their interactions with children and the successful key person system ensures that all children quickly form secure emotional attachments. Consequently, children display high levels of confidence and self-esteem when at the preschool. They move around independently selecting their own activities with great determination and maturity. This demonstrates that they have an excellent sense of security in their environment and therefore are well supported to learn and develop. Impressive levels of concentration can be observed when children are able to follow their own interests and become absorbed in their play. For example, a train set provides endless fascination for children as they connect the train to carriages and negotiate the wooden track. Support for children moving to nursery is good and includes visits in order to lessen the stress for young children and their parents.

The well planned environment is highly effective in supporting children to establish excellent self-help skills and access activities comfortably. For example, child-height basins throughout the premises to encourage hand washing and impressive child-height kitchen cabinets to enable cooking activities. Even the youngest child is able to use the soap

dispenser, wash and dry their hands competently. This is because staff have excellent routines in place and model good hygiene practices. Children are learning to make healthy choices at preschool where they enjoy nutritious snacks and drinks and are eager to play outside. This provides young children with firm foundations on which to develop a healthy lifestyle.

Children's behaviour is good. This is because staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children. An innovative routine at the end of the 'welcome time' at the beginning of the session helps children to remember how to behave. Children enthusiastically offer suggestions such as 'no kicking' or 'no pushing' and beam with delight when staff praise their contributions. Children demonstrate their understanding of safety as they move around their environment. For example, they are watchful not to run inside and use scissors carefully.

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

Leadership of the setting sets high aspirations for quality. The self-evaluation process has been embraced by staff and managers and this clearly identifies areas of strength and areas of development. However, robust strategies to capture the ideas and opinions of parents and other interested people are less well developed. A thorough recruitment procedure is in place and this helps to ensure that the right person is selected to join the highly dedicated staff team. Induction and performance management systems support staff to improve their skills and become confident in their work. Management monitor staff performance formally through appraisals and informally through observation of practice. Whilst this is generally effective misunderstandings occasionally result in opportunities to extend children's learning and development being missed. For example, the organisation of daily routines.

Educational programmes are meticulously planned and monitored to ensure that children progress to the early learning goals. There are also rigorous observation and assessment systems in place in order that staff can monitor children's progress. They quickly identify children needing more support and when necessary work well with appropriate professionals to promote children's good progress. Partnerships with parents, other providers, and external agencies all contribute to effectively meeting all children's needs. Parents share positive opinions of the preschool and feel that their children quickly make good progress.

All staff have a good knowledge of local safeguarding procedures. They know how to identify and report concerns they may have about the children in their care. The welcoming, safe and stimulating environment is created by staff who effectively use a range of procedures to support their practice. All children of every ability receive a happy and enjoyable early years experience where their future learning skills are nurtured and expanded.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	311830
Local authority	Gateshead
Inspection number	818920
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	35
Number of children on roll	32
Name of provider	All Saints Playgroup
Date of previous inspection	13/07/2009
Telephone number	0191 4220445

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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