

All Saints Pre-School

Church Hall, Chapel Lane, Cove, Farnborough, Hampshire, GU14 9BL

Inspection date	17/10/2012
Previous inspection date	21/03/2011

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		2
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 children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged. An excellent partnership between the pre-school and parents ensures key information is shared between them in order to meet children's individual needs successfully.
- Children feel safe, secure and arrangements for safeguarding the children have been strengthened to ensure robust procedures are in place to promote their welfare.
- Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of good relationships and listening skills.
- Children relish their time at the pre-school. Children of all ages are happy and confident because staff are sensitive to children's individual needs and support them well.

It is not yet outstanding because

- The educational programme ensures children are making good progress in the different areas of learning, however there are limited opportunities for children to use technology resources.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival
- The inspector observed activities in the indoor and the outdoor learning environment
- The inspector looked at children's assessment records and sampled other documentation
- The inspector took account of the views of parents spoken to on the day
- The inspector and manager undertook a joint observation of a group time.

Inspector

Alison Large

Full Report

Information about the setting

All Saints Pre-school is a committee run group that was first established approximately 30 years ago, and serves the local community. It is held in a church hall in the Cove area of Farnborough. The group makes use of two rooms and an area of the garden is fenced off for outdoor play. The group is open each weekday during term times. Sessions are Monday 9.30am until 2.30pm, and Tuesday to Friday from 9.30am until 12.30pm. The group is registered on the Early Years Register.

There are currently 32 children in the early years age group on roll. The setting accept children aged from two years nine months. The group receives funding for the provision of free early education to three and four-year-olds. Children are able to attend for a variety of sessions. The group supports children with special educational needs and/or disabilities and also those learning English as an additional language. The group employs seven staff and all hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- incorporate technology resources that children recognise into their play, such as, a camera and provide a range of programmable toys, as well as equipment involving ICT.

Inspection judgements

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

Children enjoy their time at the pre-school. Staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well in relation to their starting points. This is because they have good opportunities to choose their play materials and follow their individual learning styles. Observations are regularly completed and recorded together with photographs of activities that are kept for each child in their own 'Learning Journal'. Staff evaluate their observations to identify learning priorities for each child. The children's records clearly show the good progress each child makes and how their next steps are identified and planned for. The educational programme ensures the children are offered interesting and challenging experiences across the seven areas of learning. However, children have limited access to technology resources, such as programmable toys and equipment involving information and communication technology (ICT), to support their understanding of the world.

Children's independence is promoted very well. They are developing skills such as putting on their own coats and boots and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. Children enjoy using the garden on a daily basis. They enjoy digging and look through soil for mini creatures, discussing what they have found with staff. This helps them to develop an awareness of living things and staff confidently extend children's learning providing motivating learning experiences for each child. Children's mathematical skills are developing well. Children talk

about shape and size when playing with the play dough for example. They count how many flowers they have made in the play dough and how many dinosaurs they have lined up. They sing various number rhymes and count confidently during their play, Children become aware that written words have meaning as adults sit and read books with them. Children's vocabulary is promoted well; staff have attended 'Every child a talker' training and they use what they learnt to support children's communication and language effectively. They have daily rhyme time sessions with the children and help to extend children's vocabulary. Some children are beginning to recognise their written names, reading the name labels that are in use throughout the setting. They are developing good communication skills and chat happily to both one another and to adults. Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of good relationships and listening skills. Children have plenty of opportunities to be creative. During creative play they experiment with the texture of dough and particularly enjoy painting and gluing activities

An excellent partnership with parents ensures children's individual needs are met. They complete an 'All about me' sheet when the child starts at the setting describing children's needs, abilities, likes and dislikes. This helps staff to value each child as an individual. Parents are kept well informed about their child's care and progress. They are encouraged to contribute to their children's Learning Journals and are encouraged to share children's progress in their learning and development made at home.

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

The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. A well established key person system ensures every child is included and supported well. The staff are skilled at identifying how to support individual learning and are successfully closing gaps in children's achievements. Parents have very good links with their child's key worker. Parents' and children's views and preferences are also used to develop and enhance the provision.

Children behave very well, they are learning to share and take turns and play well together. Staff are good role models and effective behaviour management systems ensure children know right from wrong. Children and staff have discussions on how actions have consequences, they talk about what will happen if they do not tidy the toys off the floor and children respond that they may fall or break them. Staff calmly support children in learning how to keep themselves safe, for example, reinforcing that children need to sit on their chairs and not stand on them. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them well for future life.

Children are learning about good hygiene practices and healthy lifestyles. Staff encourage the children in good hygiene routines. They discuss why it is important to wash hands before eating and after using the toilet. Children have a variety of healthy and nutritious

snacks, and drinks are available throughout the session. They have daily use of an outside play area and daily physical exercise is included in the planning. Children enjoy the outdoor, play opportunities; they dig in the soil and can climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability.

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

The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged. Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. Detailed records of risk assessment show how safety is prioritised in all areas and especially to meet the individual needs of children attending. The pre-school staff have developed and reviewed procedures for safeguarding children and these are effectively implemented. Staff have attended training and share updated knowledge and awareness of safeguarding strategies. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Their ongoing suitability is assured through regular monitoring, support and access to training for their professional development.

Children benefit from staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Children's opinions are also purposefully sought and extensively used to influence the planned activities and curriculum. Systems to self evaluate the pre-school are implemented to identify their good practice and any areas for development. Support from the local early years development workers, and other quality assurance systems have substantially increased the quality of the setting. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice, which has a positive impact on the children.

An excellent partnership between the pre-school and parents ensures key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. The information displayed in the entrance hall and in the playroom ensures parents are kept fully informed of the topics and the variety of activities their children are experiencing. Staff are proactive in making links with childminders and other settings children attend or move on to. They share useful information and liaise for children's benefit, especially when children transfer to school.

Equality and diversity is promoted well. Children are learning about wider society and differences through using resources that show positive images, such as, books and role play resources. The staff have a very good knowledge of each child's needs and work closely with the parents and other agencies involved with the children to ensure

consistency of care and good support for their learning.

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	109925
Local authority	Hampshire

Inspection number	884798
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	All Saints Pre-School
Date of previous inspection	21/03/2011
Telephone number	07940 149747

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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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