

Allsorts

St. Augustines RC Primary School, Hardy Avenue, Weymouth, Dorset, DT4 0RH

Inspection date	09/05/2013
Previous inspection date	09/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely well cared for in a highly secure and welcoming environment, where their safety is high priority.
- Children flourish at the pre-school where they feel secure and make very good relationships. They learn a very positive and open attitude to people's differences.
- Staff have an excellent understanding of how children learn through play and exploration. Children are very eager to take part in a broad range of stimulating activities, both inside and outside.
- Precise and effective assessment systems contribute to children making rapid progress in their learning and development. They are exceptionally well prepared for school.
- Partnerships with parents and other professionals are excellent. Parents are fully involved in all aspects of their children's learning.
- Management and staff continually evaluate and reflect to maintain the high quality provision and constant improvement in outcomes for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 carried out a joint observation as agreed with the manager.
- The inspector observed and spoke to children during their activities, inside and outside.
- The inspector interviewed the manager.
- The inspector sampled records and documentation, which included children's progress records.
- The inspector took account of parents' views obtained in person.

Inspector

Brenda Flewitt

Full Report

Information about the setting

Allsorts Pre-school and Out of School Club was registered in 2004. It is situated within St Augustine's Roman Catholic Primary School in Weymouth, Dorset with which it has strong links. There is a main pre-school room with kitchen and toilet facilities. The out-of-school club also has use of the computer suite, the reception class and Early Years Foundation Stage area of the school, with extra toilet facilities including a disabled toilet close by. There is a dedicated office area and staff toilet. There is an enclosed garden accessed from the pre-school room. The setting is open Monday to Friday, all year round from 8am to 6pm. The pre-school provides both morning, afternoon or all day sessions and the out of school club provides before and after school and holiday care.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 89 children on roll. Of these, 64 are in the early years age group, 11 of whom attend the out-of-school club. The pre-school provides funded early education for two, three and four-year-old children.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The out of school club also accepts children up to the age of 11 years. There are currently 12 staff employed, all of whom either hold or are working towards an early years qualification. The manager holds a childcare qualification at level 4, and one member of staff is working towards Early Years Professional Status. The team are supported by a parent committee and staff from their sister pre-school situated within the same area of the town.

What the setting needs to do to improve further

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

- extend opportunities for children to hear mathematical language in their self-chosen play.

Inspection judgements

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

Children flourish during their time at the pre-school. They are very eager to join in a broad range of interesting and purposeful learning experiences, both inside and out. Staff have an excellent understanding of how children learn through play and exploration. They provide a stimulating learning environment where children make their own choices, and their ideas are highly valued. Staff implement a comprehensive and precise observation

and assessment system, which enables them to promote children's rapid progress. Each child's key person completes a detailed initial child profile that records important and relevant information before the child starts. This means that staff are clear about every child's starting points and can start planning for progress in their learning straight away. Staff use ongoing observations effectively to plan general and specific next steps for each child, which they include in the planning of activities. The effective 'Parent Partnership' scheme encourages parents to be fully involved in their child's learning and progress. Staff provide ideas for extending activities at home, for example finding pictures to help children learn about initial sounds. These activities are varied for differing ages and abilities so that all children are included.

Staff promote children's language extremely well. They extend children's vocabulary through explanation of new words, such as 'combining' ingredients, and 'kneading' dough during a cooking activity. Many children are confident to talk to adults, describing events in their lives and initiating conversations. Staff plan imaginative games and songs to encourage children's clear understanding of sound and letters. For example, children are keen to join in, identifying the 'sss' sound of a snake in the grass as they jump over a 'muddy puddle'. Children develop a keen interest in books and stories. Staff plan activities linked to traditional books that promote various areas of learning and spark children's interest. Children listen very well to stories in a group, joining in with familiar phrases and suggesting ideas. Children recognise their written name and use their own label throughout the day. This includes self-registration, identifying their coat peg, and signifying that they have had a snack. Staff provide an excellent range of easily accessible materials so that children can spontaneously practise skills for writing.

Staff provide a varied range of resources that promote children's developing understanding of shape, space and measure. They pose problems to encourage children to count, calculate and understand time and capacity during planned activities such as cooking, sorting objects, and computer programmes. However, staff occasionally miss opportunities to extend children's knowledge of mathematical concepts during their spontaneous play. Staff provide an extensive range of materials, both inside and out, that enables children to explore and investigate and express their ideas. For example, children mix different coloured paints and produce patterns and pictures they are proud of. They like to make 'dinner' in the outside 'Mud Kitchen' using a variety of tools and equipment to transfer the mud. Staff encourage children's curiosity and understanding about changes in nature as they plan gardening activities. Children plant, nurture and harvest vegetables and herbs, and compost waste from their snack time fruit.

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

Children make extremely good relationships with staff and one another. The very effective key person system enables children to develop trust and settle quickly in the friendly environment. Key persons use the information they gain about children's interests and background to help them feel comfortable and secure. Children have a strong sense of belonging as they see pictures of themselves and their artwork displayed in the pre-school. Staff value children's ideas and actively encourage them to contribute to their

'Learning Journey' folders. Children develop an excellent understanding of the importance of respecting themselves and others. Staff are skilful in planning activities and experiences that help children understand how different people live. For example, children were keen to take part in transporting water in containers from one side of the garden to another. This demonstrated the importance of clean water, how some people have to obtain their water and how precious it is. Staff have established strong links with the school and reception teachers. They are skilful in supporting children to be well prepared for their move to school. This includes extending children's independence in practical skills such as managing their outdoor clothing and preparing their own food. Staff ensure that children are familiar with the building and people by accompanying them on several visits prior to starting school.

Children behave exceptionally well. They learn what staff expect from them through familiar routines and clear explanations. Staff frequently praise children for their effort and achievement, clearly stating what they have done well. This helps boost children's confidence and self-esteem. Children are keen to carry out tasks of responsibility as they take turns to be a 'helper'. For example, they develop an excellent understanding of risk as they complete risk assessments, identifying hazards and recording their findings. Children assess risks very well as they undertake challenging physical activities, such as climbing trees. Staff invite visitors in to reinforce children's knowledge and understanding about their own safety, these include fire and police officers and vets.

Children confidently move around the pre-school making their own choices from an extensive range of resources. Staff store play equipment thoughtfully, at low level with written labels and pictures. This means that children can easily select for themselves and extend their own play and learning. Children practise excellent routines for personal hygiene as they use toilet and hand washing facilities independently. They make choices from healthy options at snack time, such as fresh fruit and vegetables. Children develop useful skills for the future by pouring their own drinks and using tools to prepare their own food.

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

The enthusiastic staff team work extremely well together to ensure that the setting is organised efficiently and operates smoothly on a day-to-day basis. They have an excellent understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety exceptionally well. Children's safety is high priority. Staff have an extremely good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and being confident on the procedures to follow. They keep their knowledge up to date through regular training and discussion. There is a detailed policy for staff to refer to, which they share with parents. Thorough recruitment procedures mean that staff are checked for their suitability to work with children. The clear initial induction enables staff to be sure about their roles and responsibilities. Staff complete comprehensive risk assessments and daily

checks so that they provide a safe environment for children to play. Monitoring accident and incident forms enables staff to identify any patterns so that they can make improvements in the outcomes for children. The extremely good security systems ensure that children are well protected from intruders and are unable to leave the premises unsupervised. Extremely effective staff deployment means that children are very well supervised and effectively supported their learning.

Staff establish excellent partnerships with parents. They supply detailed information about the setting by way of written policies, regular newsletters and displays. Staff are proactive in seeking information from parents when children start at pre-school that enables them to meet their individual needs exceptionally well. Parents' contributions are actively encouraged towards their child's progress records and learning. Parents with relevant jobs and interests visit the setting to talk to the children, which expands children's knowledge of people's differences and the world. Staff supply cuddly toys that go home with the children. The children and their families write about what the toy has done with the child at home. Children enjoy sharing these experiences with their friends, promoting their confidence and communication. Parents are extremely happy with the communication and how staff have helped their children make 'phenomenal' progress in their development. Partnerships with other professionals are strong and particularly effective in supporting children who have specific needs. Staff are proactive in establishing dialogue to exchange useful information with other early years providers when children also attend other settings.

There are extremely successful systems for monitoring staff effectiveness. Frequent supervision and appraisals identify any training needs and enable staff to utilise their strengths and specific skills. Effective processes provide a clear overview of the assessment of children's progress, which enables staff to quickly identify any gaps in learning. Ongoing reflective practice based on views from staff, other professionals, parents and children leads to clear targets for improvement and continuing high quality provision. Allsorts' drive to be a setting that 'never stands still' leads to them sharing their ideas, inspiring excellent practice with other providers.

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
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 action. 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	EY296685
Local authority	Dorset
Inspection number	894381
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	89
Name of provider	Allsorts Playgroup Committee
Date of previous inspection	09/06/2011
Telephone number	01305750444

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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, which are usually the childminder's 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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