

All Saints Pre School

All Saints House, Romford Road, Chigwell, Essex, IG7 4QD

Inspection date	19/04/2013
Previous inspection date	10/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff understand how children learn and are sensitive and responsive to children's individual needs and interests. This promotes children's learning and progress towards the early learning goals.
- Staff make skilful use of open-ended questioning to extend children's learning and encourage them to think critically and creatively.
- Children's independence and self-care skills are promoted well because staff give clear guidance and encourage children to do things for themselves.
- Children enjoy daily opportunities for outdoor play; they safely explore a range of stimulating activities and play experiences that support their all-round development.

It is not yet good because

- Staff cannot easily identify the next steps in children's learning, as individual plans are not clearly linked to observations.
- The mobile phone policy is not implemented fully by all adults working with children.
- Self-evaluation and reflection is not robust enough to enable an effective action plan for future improvements to be made, because staff, parents and children are not sufficiently consulted.

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 observed activities in the playroom and garden.
- The inspector spoke with the manager, staff and children.
- The inspector took account of the views of parents by speaking to them on the day.
The inspector looked at observations, previous planning, risk assessments, parents' newsletters, policies and procedures, mobile phone policy, registers and other relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

All Saints Pre-School was registered in 2004. It is privately owned. It operates from a large hall, a smaller room and kitchen in the grounds of All Saints Church in Chigwell, Essex. Children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open for 38 weeks of the year, Monday to Wednesday from 9.15am to 12.15pm and on Thursday and Friday from 9.15am to 2.30pm. The lunch club runs each day from 12.15pm until 1pm. Children attend for a variety of sessions. The pre-school offers a maximum of 26 places. There are currently 17 children on roll aged four years and under. The pre-school is funded to provide free early education for children aged three and four years and supports children with special educational needs and/or disabilities.

The pre-school employs four childcare staff including the owner/manager. Of these, two staff hold an appropriate qualification at level 3 and two staff hold an appropriate qualification at level 2. In addition, the manager is studying at foundation degree level. The pre-school has good links with the local school and children's centre.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observation and assessment records are used effectively to plan for children's next steps, in all areas of learning and development
- ensure that the policy preventing the use of personal mobile phones on the premises is fully implemented by both management and staff.

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

- monitor and evaluate the educational programmes more rigorously, to implement well-focussed plans that enable children to make the best possible progress
- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement.

Inspection judgements

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

Staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. They provide activities and play experiences that cover all the areas of learning and children are making satisfactory progress. An appropriate key person system ensures that children are individually observed and assessed but staff do not make effective use of this information to support their next steps in learning and development. Consequently, children are notable to make best progress. Learning journals and development trackers for each child are in the early stages of being compiled. However, parents know that they can speak to the staff about their children's development at any time. They are invited to coffee mornings and review meetings to discuss their children's learning and they are fully involved in the assessment of children's starting points on entry to the pre-school. Systems are in place for the progress check at age two but as yet none have been completed. The local authority development team are working closely with the staff to help them to improve in these areas.

The quality of teaching is satisfactory and children enjoy their learning. Children's communication and language development is promoted when they listen to stories as a group, recite rhymes and sing songs together. Staff ask open-ended questions to develop children's thinking and reasoning skills and their personal, social and emotional development is supported as they play happily together in the outside playhouse with musical instruments. Staff skilfully foster children's imagination and creativity as they support their play when they make 'witch stew' with plastic beetles and spiders. They learn to play cooperatively with each other when they pretend to cook the stew and serve it to their friends. Children engage in symbolic play as they use a plastic chicken as a cup and ask staff to drink from it and they stir their stew with a pencil to represent a spoon. Staff support children's play by joining-in with their chosen activity and helping to extend it further. For example, when children put their stew in the oven staff remind them to be careful as the oven is hot. They quickly respond to say they are wearing gloves and add 'but we are witches dressed up'.

There is a balance of child-initiated and adult-led play experiences, which encourage children to be active learners and they move freely between activities of their choice. Activities indoors and outdoors engage their interest and their physical development is promoted through a range of equipment for riding, sliding and climbing. They competently manoeuvre the scooters and tricycles outside to avoid bumping into other children and learn to assess risk as they use the climbing apparatus. Their pre-writing skills are developing as they draw flowers in the garden and bring them inside for their friends to copy. They are supported in mathematics as there are frequent opportunities for them to recognise numbers and count. Older children recognise their names, and those of their friends, on the pre-school register and staff encourage their learning by providing blank register pages for them to use in their play. These activities prepare them well for the next stages in their learning and their transition to school.

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

Children's behaviour is good and demonstrates that they feel happy and safe in the pre-school. They learn to share and cooperate with each other. Children's relationships with their key persons are strong and support them to feel valued. Children form close bonds and secure emotional attachments to staff, confidently seeking them out to attend to their personal needs. Parents report that staff are kind and caring towards the children. Parents are welcomed into the pre-school at any time which helps to make the children feel secure and contented. Children are confident, friendly and self-assured. Staff promote children's awareness of the danger of speaking to strangers. A carefully constructed activity helps children to keep themselves safe without making them afraid.

Staff take care to ensure that children's health is protected. Children learn to be independent as they pour their own drinks, and they wash their own hands after visiting the toilet and before eating. A healthy diet is promoted through the provision of fruit, vegetables, cheese, milk and water at snack time. Parents provide their child's packed lunch and healthy foods are promoted by the pre-school so children are encouraged to eat the healthier items first. Children have daily access to fresh air and exercise in the pre-school garden; they are appropriately dressed for the weather and are free to explore the variety of activities and equipment available for them. The outdoor environment is safe and fully enclosed. Children are very well supervised in all areas of the pre-school and children are always within sight and hearing of staff. External doors are kept locked and no person can enter or leave the premises without a member of staff being present to lock and unlock the door. Risk assessment procedures are followed every morning to ensure the setting is safe and the children are protected from any potential dangers. Fire evacuation procedures enable staff and children to know what to do in the case of an emergency.

Young children settle well at the pre-school, as they are supported by understanding and caring staff. Staff liaise closely with parents to ensure each child's transition from home into pre-school is a calm and positive experience. Parents are able to stay for as long as they are needed which helps the child to adapt to their new situation. Children bring in toys from home to share their stories with others at 'show and tell' time. This helps children feel settled and gives them a sense of belonging. Children are well prepared for their next stage in learning because the staff provide opportunities for them to read stories about starting school and learn about the school environment.

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

Staff have a satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and understand how to promote children's learning. Staff have appropriate qualifications and are encouraged to attend additional training to enhance their continuous professional development. Monitoring and evaluation of the educational programmes is not currently sufficiently rigorous to enable well-focused plans to be developed, meaning that staff are not yet sufficiently supported to effectively challenge all children in all the areas of learning.

Safeguarding is satisfactory because staff receive relevant up-to-date training and there are secure procedures to ensure that children's welfare is protected. Documentation for the safe and efficient management of the pre-school is in place. This includes accident and incident records and policies and procedures which are understood and shared by staff and parents. Robust recruitment systems are in place to ensure all adults working with children are qualified, experienced and suitable to do so and induction helps staff to understand their roles and responsibilities. Volunteers and students are never left alone with children and all members of staff are subject to Disclosure and Barring Service checks and records of these are kept. Staff performance is monitored and underperformance is managed in accordance with appropriate procedures. Staff mobile phones are kept locked in a cupboard at all times children are present. A separate camera is provided for taking photographs of children engaging in activities. These are used to support observations and for the pre-school newsletter, for which parental permission is sought. There is a clear mobile phone policy which is understood by staff. However, the manager uses her own mobile phone for contacting parents and taking photographs when the pre-school camera is not available, meaning that the policy is not yet fully implemented in order to fully protect children from any risk of abuse.

Staff form positive relationships with parents and keep parents informed about their children's learning and well-being through daily verbal feedback. Parents say they are very happy with the way their children are cared for and they feel they are making good progress. Staff work in partnership with parents and with the local authority development team who support them to continuously improve the setting. The staff team are keen to continuously develop the pre-school and they are aware of its strengths and weaknesses. However, procedures for self-evaluation are not robust and do not allow for an in-depth assessment of the quality of practice. Parents know that they can give feedback and can speak to staff at any time but there is no system in place to record the views of parents, children and staff which could be used to set targets for future improvements. Children are well supported for the transition to school as staff prepare them for their new environment by stories, songs and discussion and a 'leavers' assembly' is held at the end of term to wish children well on their move to school.

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	EY286604
Local authority	Essex
Inspection number	913865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Nicola Louise Kenny
Date of previous inspection	10/10/2011
Telephone number	07946 845 607

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

