

All Saints Pre-School

All Saints Church Hall, Melbourne Road, Leyton, London, E10 7HF

Inspection date	06/06/2013
Previous inspection date	15/06/2011

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

- Children are happy, and grow, in self-assurance because of the good range of experiences and positive relationships with staff.
- Partnerships with parents and carers are strong. A flexible settling in programme supports and welcomes families, promoting their inclusion in children's learning and development well.
- The management regularly monitors staff practice. Effective performance management ensures that staff are listened to and offered support and individual training, which fosters their ongoing professional development.

It is not yet outstanding because

- Younger children's understanding of sharing and turn taking of toys and resources is not always fully supported by some staff.
- Children who speak English as an additional Language are not provided with opportunities to develop and use their own language in play and learning.

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 practice, including snack time and spoke to a selection of parents about their child's progress.
- The inspector talked to all the staff in the provision, and held discussions with the manager and deputy about their roles and responsibilities.
- The inspector examined documentation including a sample of children's records, developmental plans and staff suitability checks.
- The inspector observed children's play and staff interaction, indoors and outdoors.

Inspector

Debbie Buckingham

Full Report

Information about the setting

All Saints Pre-School registered 1993 and is managed by an elected parental committee. It operates from the hall and group room in All Saints Church, and is situated in Leyton in the London Borough of Waltham Forest. Children have access to two rooms, children's toilets and an enclosed outdoor play area. The pre-school is registered on the Early Years Register. There are currently 34 children on roll between the ages of two to five years, who attend a variety of sessions. The pre-school are in receipt of funding for free early education for children from the age of two. The pre-school currently supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The setting is open each weekday from 9am to 3.30pm, Monday to Friday in term time only. The pre-school employs eight staff who work directly with the children including the manager. All staff hold appropriate early years qualifications at level 3 to level 4. The manager holds a level 3 qualification and is working towards a level 4. The pre-school 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:

- enhance opportunities for cooperative play, for the younger children, to promote their understanding of sharing toys
- enhance opportunities for children who speak English as an additional language to develop and use their home language in play and learning.

Inspection judgements

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

Children settle well into this welcoming environment. The spacious room enables children to choose their favourite toys from a wide range of resources that foster their imagination and learning. For example, children collect butterflies, worms and beetles in insect catchers outside, and enthusiastically show the staff what they have found in relation to the topic about mini-beasts. Children identify the insects from a range of posters, picture books and displays around the room. The indoor environment is well organised to ensure educational programmes cover all areas of development. Staff provide children with interesting activities that provide challenge and they are confident to try out new skills when they feel able. Children enjoy story time in the smaller room, which offers less distraction, and encourages good behaviour, concentration and engagement. Overall,

children are engaged well. However, at times, some staff do not always fully support the younger children's understanding of cooperative play to enable them to learn to share and take turns. Children have access to the outdoor play area. Here they experience a wide variety of learning opportunities that include a role play kitchen, slide and play house, offering collaborative play, control and coordination. This area is very popular and children use the ride on toys and climbing equipment with confidence and skill.

Children's progress is good. Staff have a good understanding of how children learn and develop. This means staff support children's progress well and promote the development of skills for their next stage of learning. The children learn through play as staff are attentive and support them in their ongoing achievements. For example, staff ask children to find their name card at registration time, and encourage them to identify the first letter of their name before posting it into the daily attendance box. This helps children focus on meaningful print in order to see differences between symbols. Children enjoy singing and are skilled in joining in with songs that involve actions. They eagerly clap in time to the rhythm, and request the 'rolling arms' song. Children are instructed 'buttons on lips' to perform movements without singing. Children take pride in achieving the task that demonstrates their active learning and motivation.

Parents provide information about their child on entry and staff inform them of their child's progress on a daily basis. This enables staff and parents to work closely together to support children's ongoing progress. Information gathered from discussion with the family during settling in period provides the key person with words in child's own language. However, those children who speak English as an additional language are not provided with opportunities to develop and use their home language in play and learning. This does not fully value children's home languages or enable them to learn English alongside them. Staff make observations and assess children's starting points in their learning and development on entry to the pre-school. Observations are recorded and used to identify and track children's stages of learning. Staff carry out detailed two year old checks that provide parents with a clear picture of the child's development and needs, offering support and professional involvement where progress is less than expected.

The key person system effectively builds good relationships with children and parents. Families understand the role of the key person and are confident to share information about their child. Staff complete regular and precise progress reports of children and use these effectively to plan suitably challenging activities. In preparation for school, the manager and staff talk with groups of children about 'what's school like'. Key persons encourage parents/carers to visit their chosen school. The child's 'special book' and profile document are given to the family to share with the school teacher to aid continuity.

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

Staff know the children very well, and have formed good relationships and provide for their individual needs. Therefore, children are comfortable and happy, which promotes their well-being and independence. Children move around the room happily and safely in the uncluttered and well organised play space. The clean and well-presented play rooms

are maintained with thorough risk assessments in place that identify faulty or damaged equipment. The management organises a strict daily cleaning regime, to minimise the spread of infection. Access to the nursery is safely monitored by the manager, and the door is kept locked. As a result, only authorised visitors gain entry to the premises. Staff gain written information from parents regarding any different people who will collect their children. Consequently, children are safeguarded as they are only collected by those permitted to do so.

The effective key person system is in place that offers children a trusting and caring friend. The key person system works well, and staff are deployed well to meet the needs of the children. Staff form secure emotional attachments, which helps children to feel safe so they quickly develop confidence and independence. Families benefit from a flexible settling in procedure that responds to the needs of the individual child and family.

Fresh drinking water is available at all times. All children receive freshly prepared snacks each session. Children display good self-help skills at snack time as they serve their own food. Children understand the importance of washing their hands before meals and after using the toilet and need few reminders. Children's behaviour is good. They play well with friends and have developed a 'golden rules' board that helps them learn about being kind towards one another and taking care of the toys. Regular praise and encouragement offered by staff promotes children's self-esteem and independence well. Children learn about keeping safe when they practise the fire drills each term. Children learn about healthy lifestyles through growing vegetables and visits to the local shops and parks, helping them to gain more understanding about the world around them. These self-care skills mean that children enjoy their pre-school experiences and gain good skills in readiness for their move to school.

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

Arrangements for safeguarding children's well-being are well established and effective. The provider works well with the committee using robust vetting procedures to appoint suitable staff. The manager places a high priority on protecting children's welfare and follows robust procedures to work with outside professionals when needed. Staff have regular safeguarding and first aid training. They understand their individual responsibilities and the need to provide a safe play environment for children. The manager works closely with support staff from the borough council, actively seeking guidance and acting on improvements for the provision and children's learning, especially those children with special educational needs. This reflects there are good practices for working in partnership with other professionals to promote children's outcomes. The provider and manager have recently been awarded a Quality Assurance award that demonstrates their competent childcare skills and strong management.

Clear notices in the hallway, shows the pictures, names and qualifications of all staff in order to support partnership with parents. Parents and families feel valued and supported by the provision. For example, a parent states 'the nursery is very welcoming, they gave

me good information and let me stay for three sessions to help my child settle'. The management assess what they offer children and their families through parent discussion, parent's questionnaires, and staff meetings so they can accurately identify areas for improvement. The manager understands the importance of offering better play facilities for children and is recommending replacing the poor grassed areas with artificial turf, in order to provide all year round access to the outdoor area. The motivating attention to staff development is the result of the newly appointed manager. She provides regular supervision meetings to support staff's ongoing practice. The manager provides a positive role model for professional development in studying for a level 4 professional qualification and developing new planning and assessment systems. The expectation that staff attend regular training and gain additional qualifications has raised standards amongst staff and resulted in higher qualified staff ratios and improved practice.

Since the previous inspection, the management has worked hard to address weaknesses, leading to a much improved learning environment for children. The indoors and outdoors now offers a more stimulating environment that fosters play, exploration and active learning. The manager has improved the arrangements for observations and assessments resulting in more effective planning of challenging learning experiences. The self-evaluation takes into account the views of staff and parent/carers. As a result, the manager has identified areas for improvement. These include professional development of staff, sharing expertise and effective target setting and the continuing monitoring of planning and assessment systems to ensure they are effective in meeting the needs of all children.

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	155086
Local authority	Waltham Forest
Inspection number	814202
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	34
Name of provider	All Saints Pre-School Committee
Date of previous inspection	15/06/2011
Telephone number	020 8928 9810

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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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