

# All Saints Pre-School

Olicanian Cricket Club, Denton Road, ILKLEY, West Yorkshire, LS29 0BZ

## Inspection date

Previous inspection date

22/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 pre-school is very welcoming and staff have warm and caring relationships with the children, consequently, children are happy and feel safe.
- Staff actively respond to children's individual interests, they know children well and use this knowledge to promote learning within all activities. As a result, children make good progress.
- Partnership working with parents and other early years settings is good. This ensures a collaborative approach to children's care and learning.
- The staff team is reflective and enthusiastic about their work. Consequently, they identify strengths and areas for improvements which enable them to make continuous improvements which benefit the children over time.

### It is not yet outstanding because

- Children's access to non-fictional books is less well managed to further extend their play and learning.
- There is scope to further extend the stimulating play area outside by extending the use of print, to support children's developing understanding of words and letters.

## 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 compulsory part 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 main playroom and the outdoor play area.
- The inspector spoke to the staff and the children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including risk assessments, self-evaluation and children's records of learning.
- The inspector completed a joint observation with the manager in the outdoor play area.
- The inspector acknowledged the views of parents through their responses to questionnaires and discussions during the inspection.

## Inspector

Lindsay Dobson

## Full Report

### Information about the setting

All Saints Pre-School registered in 2013 on the Early Years Register and compulsory part of the Childcare Register. It is situated in the cricket pavilion in Ilkley, West Yorkshire and is managed by a parents' committee. The pre-school serves the local area and is accessible to all children. It operates from one large room and there is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager has a BA (Honours) Degree in Childhood Studies alongside a Postgraduate Certificate in Education (PGCE) and the deputy holds a level 3 qualification alongside a Certificate in Education (Cert Ed).

There are currently 25 children attending who are within the early years age range. Children attend for a variety of sessions. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm each day for all children. On Monday and Wednesday a Rising 5s group is held from 1pm until 4pm and on Tuesday a session 1pm to 4pm for all children. A lunch club is held on Monday to Wednesday from 12.15pm until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- develop opportunities for children to use non-fictional literature and books to support their play and learning
- extend the use of letters and written words available in the outdoor play area.

### Inspection judgements

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

Teaching and learning is good. Staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. Good priority is given to establishing partnership working with parents. They contribute through discussion to the initial assessment of their child as they start at the setting; they write their comments on the progress check at age two and have regular opportunities to see their child's ongoing record of learning. Children's learning records

and the tracking system clearly show how all children make good progress. This means that children are developing the necessary skills they need in readiness for school. Staff make effective use of daily discussions with parents to talk about children's progress. They share a range of information about how children's learning can be supported at home and are developing the range of ways parents can share their own observations of their children's achievements. This means that staff have a complete picture of children's learning both at home and at the pre-school.

Overall, communication and language is fostered well and staff model skills for language. They speak clearly, provide children with new words to increase their vocabulary and involve them in constant conversations. This helps to increase children's understanding of language and encourages their listening skills as they respond well to the staff's interactions. For example, children chat to each other and staff about the dinosaurs they are playing with in the dinosaur land construction. They build fences and buildings showing good design skills, talk about the size of the dinosaurs which supports their understanding of early mathematical language as they describe them as big and small and begin to try and name them. However, children do not have access to non-fictional books within each play area to enable them along with the staff to find out the answers to their questions. Story books are read enthusiastically to the children. Staff capture children's interest, who listen and participate imaginatively. This helps children to learn that print carries meaning within the indoor play area and encourages an early interest in reading. Children have lots of opportunities to practise their writing skills indoors. There are note pads and paper with writing tools in the different play areas. Marker pens, chalks and paints also support children to experiment with shapes and letters in support of their emerging writing skills. However, there are fewer opportunities for children to see and recognise letters and written words in the outdoor play area.

Children use information and communication technology skills efficiently. They press buttons on cause and effect toys, learn how to use key driven vehicles and use computer equipment to listen to and play educational games. Children have great fun using the touch screen computer with support from staff where needed. The computer games support their understanding and knowledge of numbers, colours, counting and size. The electronic and wind up equipment effectively promotes their natural curiosity to experiment and to find out how and why things happen.

Children learn about their own and other cultures and lifestyles through activities which support their understanding of their own community and the wider world. Staff also deploy resources which help children to discuss differences, for example, they play with dolls, listen to multicultural music, dress up and enjoy books. Children enjoy being outside as the well-resourced and exciting area provides them with additional learning opportunities and physical activities. Children ride the wheeled vehicles showing developing skills with the pedals. They roll balls to knock down the skittles, which develops their hand and eye coordination. Staff skilfully use questioning techniques to develop children's number skills as they use simple calculations to work out the number of skittles knocked down and those still standing. This clearly demonstrates the characteristics of effective learning children have because they are making predictions, thinking and working things out. Recently developed areas for outdoor play include a mud kitchen and a forest school in the adjacent wooded area. The mud kitchen is well resourced with replica tools,

such as spades for the large digging area. There is a pulley system to enable children to transport buckets, plus lots of hard hats, plates and dishes to support the children in their exploration and imaginative play. The caring support provided by the staff and the provision of different and interesting learning experiences develops children's key skills, so they are well prepared to move on in their learning.

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

The effective key person system, together with a good level of adult attention and interaction ensures that all children feel secure and settle well. Children who are upset are quickly comforted by staff and are soon involved in a chosen activity. They form positive and trusting relationships because staff take time to get to know them and their families. Staff have a thorough knowledge of children's individual likes, dislikes and care needs. This is supported by the information gathered by the home visitor who meets with the children and their parents in their own home, prior to them coming into the setting. Staff support the children's personal, social and emotional development well. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes and supports children's self-confidence and self-esteem. Children and staff also talk about the 'pre-school rules' during register time when they first arrive. Children eagerly recall the rules which include using kind hands. Staff promote a caring environment where children are supported as soon as they leave their parents and come into pre-school. This is evidenced by their engagement and enjoyment in their play and learning experiences. They interact well with their peers and staff. This provides the positive social support that assists them to be confident and independent.

Children learn how to keep themselves safe with the support of staff. They regularly take part in practising fire drills and the manager records these and makes sure any issues are identified and action taken. For example, she realised that a longer fire rope was needed to enable all children to hold this comfortably. Staff intervene as necessary to remind children of safe practices as they play, for example, holding on as they go up the steps from the outdoor play area. This develops children's understanding of wider safety issues. Children learn about being healthy as they are offered a range of fresh fruit and milk or water at snack time. Before snack, children are reminded to wash their hands. Children develop some self-help skills and independence as they can freely access the bathroom area, pour their own drinks and clear away their dishes when they have finished their snack. All children help to put on their coats for outdoor play and younger children attempt to put on their own wellington boots. Children are given lots of positive praise, which builds their self-esteem and gives them a sense of achievement. Staff promote children's good physical development and fresh air each day and this effectively supports them to enjoy a healthy lifestyle. Indoors, they have the opportunity to dance and move to action songs and rhymes. Children's handling skills are promoted successfully, as they use drawing materials, paint brushes and glue sticks.

The learning environment is very stimulating and the resources are of a good quality. They are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they

choose what and where they play. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of the room, resulting in interesting, attractive and child-friendly surroundings. Children's transition to school is sensitively organised to provide the children with smooth moves into full-time education. Staff liaise with teachers from the local schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school.

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

The pre-school is effectively led and managed and well supported by a dedicated parents' committee. Staff have a thorough understanding of how to safeguard children. They access relevant training and know who to contact if they have concerns about a child in their care. Recruitment and selection procedures are followed to ensure all those working with children are safe and suitable to do so. Induction procedures are in place to ensure staff are fully aware of their roles and responsibilities. The comprehensive policies and procedures are implemented well and contribute towards ensuring children's health, safety and well-being are continually promoted. The environment, both indoors and outdoors, is organised very well with all hazards successfully identified and minimised. Consequently, children are safe and secure. Legally required records for children's welfare are accurately maintained.

The manager has a secure understanding of her responsibilities in meeting the safeguarding and welfare, learning and development requirements in the Statutory framework for the Early Years Foundation Stage. Staff work very well together when settling children into the pre-school. There are good systems in place to monitor educational programmes to ensure that children receive a broad and balanced curriculum. Staff also work closely with other professionals when needed to provide consistent support to children with special educational needs and/or disabilities to help them achieve their full potential. The manager leads the staff team in effectively using self-evaluation and action planning to reflect on their practice. They clearly identify their strengths and areas for improvement. Committee members, children and parents are invited to contribute to the evaluation. They work in partnership with other agencies to develop their already good practice.

The partnership with parents is good. Parents discuss their children with the key person on a daily basis and have access to their learning records. Other information is displayed on the notice board and in newsletters, so parents receive regular up-to-date information about the activities and learning taking place. Questionnaires from parents provide more detailed feedback. This enables the staff to use these comments as part of the development plan. Parents are 'really happy' with the care and support their children receive and the range of activities provided. They comment on how welcoming and helpful staff are and how their children speak excitedly about going to pre-school. The staff at the pre-school have established strong partnerships with other early years providers and the

local schools. Joint visits and the sharing of information promote a positive approach for the children to be well prepared for their transition into school.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY463100
<b>Local authority</b>	Bradford
<b>Inspection number</b>	913116
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	All Saints Pre-School Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07847 613547

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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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