

# All Saints Inter-Church Academy Pre-School

All Saints Inter-Church Academy, County Road, March, PE15 8ND

<b>Inspection date</b>	27/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 form secure emotional attachments with staff and show good levels of confidence within the setting. They enthusiastically explore their environment and participate in activities with enjoyment.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests and developmental needs.
- Effective partnerships with parents and other agencies are in place, which enables children to benefit from a coordinated and highly supportive approach to their care, learning and overall welfare.
- Children are safeguarded well as staff have a good knowledge of how to protect them and the correct procedures to follow if they have any concerns about a child's welfare.
- The management team are skilled in consistently monitoring and evaluating all aspects of the setting. Staff are well-motivated to ensure children benefit from a continually improving provision.

### It is not yet outstanding because

- There is scope to improve children's imaginary play through enhancing the real life resources available to support their 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.

## Inspection activities

- The inspector observed children's activities in the pre-school room, foundation unit and the outside learning environments.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation documents and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Carly Mooney

## Full report

### Information about the setting

All Saints Inter-Church Academy Pre-School was registered in 2013 on the Early Years Register. It operates from two separate buildings within the school grounds of All Saints Inter Church Academy Primary School in the town of March, Cambridgeshire. The pre-school serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play. The pre-school employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The manager has Early Years Professional Status and two members of staff have level 5 qualifications. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm. A lunch club operates from 11.30am until 12.30pm. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's access to real life resources to further support their imaginary play.

### Inspection judgements

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

Children are keen to explore and investigate because staff provide stimulating learning environments and have a clear understanding of how children learn through play. As a result, children have good opportunities to enhance their development across all seven areas of learning. Teaching is good and in some cases very good. Staff in general are well-experienced in childcare and demonstrate a good understanding of various teaching methods that engage and excite children to learn. For example, during a planned phonics session focusing on voice sounds, the staff member encouraged children to think of their favourite animal and the sounds they make. This resulted in lots of excitement and laughter as everybody pretended to be quacking ducks or meowing cats, using their bodies and voices. As a result of this very good practice, children are fully engaged and motivated in their learning. The setting operates from two separate rooms and garden areas within the same site and children are separated predominately by age. However, all children spend time together each day during a lunch club and join together for different activities and trips into the community on a regular basis to strengthen relationships. Older children also share their outdoor space with reception age children, which helps to support

their own transitions into school.

Children's communication and language development is promoted well throughout the setting. Staff speak directly to children and use appropriate questions to support their critical thinking. For example, staff ask, 'What number do we start counting with?' during a mathematics activity with the youngest children. Children play in an environment rich in print both inside and out which supports their understanding that print carries meaning. For example, in the construction area outside, safety signs and symbols are displayed and children's names are displayed on the snack board, which children use to self-register themselves for snack. Books are readily available in both rooms and children choose books to look at independently and with staff. Older children show an awareness of words that rhyme when listening to a story and staff encourage them to listen out for all the rhyming words they hear as they continue to read. Staff also use other communication systems, such as picture cards and sign language to support children's verbal skills. This is especially effective for those children learning English as an additional language or who have special educational needs and/or disabilities. As a result, children make good progress and are beginning to communicate well. Counting is encouraged in games and activities that children enjoy, such as 'What's the time Mr Wolf?' Children are introduced to mathematical terms, such as 'half' in cutting activities and simple calculation during role play. For example, younger children buy their currant buns at the bakers shop, singing the nursery rhyme as they do so. Children engage in different role play scenarios, such as a fire station during a theme of 'people who help us' and welcome visits to the setting from real police officers and an ambulance to support their learning. However, there is scope to improve children's opportunities to use real life resources as props to support their imaginary play in general.

Children are highly respected as individuals and staff demonstrate a clear knowledge and understanding of their individual learning needs. Planning incorporates both staff's observations and parents' ones from home and their input is valued. Children are also encouraged to have an 'active voice' in the setting and make some decisions about the activities they would like to do to influence planning. Effective systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Children's individual progress is tracked, as well as the cohort of children as a whole. This helps to identify any gaps in learning and ensures that appropriate intervention is put in place to strengthen practice. Reviews of children's learning are shared with parents each term and they attend parent's evenings to discuss progress twice a year.

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

All children form close emotional bonds with their key person and other staff because there is a good level of adult attention and warm interaction. This supports them to be secure and happy in the setting and promotes their growing independence well. There is a clear appreciation for the diverse backgrounds of children who attend the setting and

close partnerships with parents have formed to support children's well-being. The manager and key person offer home visits to begin building valuable relationships with children and their families before they start. Parents contribute to children's starting points and a good exchange of information at collection time and through communication diaries ensures changing needs are constantly met. Pre-school children are already very familiar with school life as the setting operates from within a school and children interact daily with reception teachers and older children during their play. Teachers from other schools are also invited into the setting to meet those children due to attend their schools to support their smooth transition. Children are supported well as they move from the pre-school room to the foundation unit. There is an effective exchange of information between key persons and a gradual settling-in period to support their individual needs.

Staff are deployed well both, inside and out, to provide continuous supervision of children which contributes to their overall safety and welfare. Children are encouraged to take some responsibility for their own safety and are able to take acceptable risks in their environment. For example, children construct high steps with the crates outside. They climb each one, holding a staff member's hand for support and reassurance initially before deciding to have a go without adult help. Children's behaviour is good because staff offer sensitive and timely support when necessary. Children understand the rules of the setting, stopping and listening to the adult talking when a familiar tune is sung to indicate tidy up time. They are encouraged to work together to tidy away the toys and do so enthusiastically, helping them to gain a good sense of responsibility. Children's independence is encouraged from a young age. For example, two-year-olds collect eating utensils, pour their own drinks and put on shoes for outdoor play. Staff encourage a 'have a go' attitude, explaining to children the steps they need to take to put on their shoes using words, such as pull, stretch and wriggle, as they guide them through each step.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through indoor and outdoor physical play opportunities. For example, children play games on the school playground and use the trim trail and small climbing wall to practise their climbing and balancing skills. Outdoor play is incorporated very well into the daily routine, as children freely access the outdoor areas for quality play in the fresh air. The skilful organisation of the outdoors is successful in encouraging children to become active and independent learners and they access a number of activities and resources to support all areas of learning. Snacks support a healthy and well-balanced diet. Meals are provided either by school caterers or parents and support the setting's healthy eating ethos. Children understand the importance of washing their hands to prevent germs and are taught how to wash them correctly.

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

Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Clear recruitment and vetting of staff helps to ensure children are cared for by

a suitable staff team. Thorough induction procedures enable staff to have clear knowledge and understanding of the setting's policies and routines, their role and expectations. Clear consideration is given to keeping children safe within the setting. This is supported by thorough policies and procedures that are understood well by staff and implemented effectively to protect children. The premises are secure and parents and visitors cannot enter either room without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. Management monitor the performance of staff closely through regular supervisions and observations of their practice with children and each other. There is a robust system for monitoring and evaluating the educational programmes, that ensures areas of learning are not missed and gaps are quickly identified. Training is regularly attended to enhance practice and knowledge is shared. For example, some staff have recently attended 'fun with phonics', which is being used effectively to further support children's literacy skills. Self-evaluation is imbedded and involves the whole foundation unit and associated staff. This ensures staff's input is truly valued and areas for improvement meet the current needs of children attending and will enhance their experiences over time. For example, staff are looking at the most positive ways of enhancing the opportunities for boys to make their marks and learn about aspects of mathematics in the outdoor areas, as staff have observed that this is where the majority choose to spend their time.

Staff demonstrate a good understanding of the benefits of working closely with parents to meet children's needs and value their contribution to their children's pre-school life. For example, parents attend stay and play sessions and accompany their children on outings. Books, puzzles or flash card resources are taken home each week for children to read or play with their parents. Both written and verbal feedback is gathered from parents who speak positively about the setting and staff. For example, parents feel that staff are 'very approachable and lovely'. They feel that the communication diary is a particular strength of the setting and is viewed as a valuable tool to share information about the activities taking place. Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development and as a result, make good progress. Overall, the setting is organised effectively to create a warm and welcoming environment in which children feel safe, secure and happy.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY465838
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	937307
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	82
<b>Name of provider</b>	All Saints Inter-Church Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01354659000

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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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