

# All Saints Playgroup

All Saints RC School, Church Street, GLOSSOP, Derbyshire, SK13 7RJ

<b>Inspection date</b>	16/05/2014
Previous inspection date	18/03/2010

<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 are motivated and keen to learn in this warm and welcoming pre-school. They demonstrate positive relationships with their peers and staff.
- Teaching is good. Planning is based on children's interests and needs to effectively promote their learning and development.
- Staff have high expectations of children and use effective strategies, which means their behaviour is good. This means children feel safe and secure.
- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.

### It is not yet outstanding because

- There is scope to enhance partnerships with parents in order to enrich the quality of shared information so that children make the best possible progress.

## 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 had a brief tour of the pre-school space.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form.
- The inspector observed teaching and learning activities in the nursery room and the outdoor environment.
- The inspector held discussions with staff.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager. Policies and procedures were looked at and discussed, including progress tracking documentation.

## Inspector

Diane Williamson

## Full report

### Information about the setting

All Saints Playgroup is run by a voluntary committee and was registered in 1998. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a purpose built building operating from All Saints School in Glossop. Children have access to an enclosed outdoor play area. The pre-school serves the local and wider community and is accessible to all children. The pre-school opens Monday to Friday from 9am until 12 noon and 1pm until 3.30pm, term time only. Children attend for a variety of sessions. There are currently 32 children attending in the early years age range. The pre-school receives funding for free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It employs three members of childcare staff, all hold appropriate childcare qualifications at level 3. The pre-school is a member of the Pre-school Learning Alliance and 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:

- strengthen the partnerships with parents by enhancing the ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

## Inspection judgements

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

Children are happy in this delightful pre-school. They benefit from a caring and professional staff team. Staff take every opportunity to support children's language development by using open-ended questions and communicate effectively to promote and extend their language skills. For example, when children take their favourite book to staff, to show their favourite dinosaur, they say 'that's the mummy t-rex'. When staff ask, 'how do you know it's the mummy dinosaur?' the children answer 'because it has a baby'. During outdoor play, children enthusiastically share 'he's the fastest dinosaur'. The staff skilfully ask the children to explain how they know it is the fastest. The children respond by showing the dinosaur ahead of all the others 'look, he's in front'. Therefore, children's critical thinking and communication and language skills are developing well. All areas of learning are promoted very well in this pre-school. Staff know that children are curious about finding out about the world around them and are keen to explore. Children playing in the ruins of the pirates' ship are asked which countries of the world they know as they explore the well-placed globe. Children move their bodies to music as new vocabulary from the under the water theme is reinforced. For example, when children are asked 'can

you show the fishes gills?' the children use their bodies and voices to role play the features of living things. Staff prompt the children to count their drawings of fishes as they collect them and they confidently count to 20 and beyond. Children throwing the large dice count the dots and are beginning to recognise the numerals. This means children's mathematical development and their understanding of the world are effectively supported during play and routine experiences.

Children who speak English as an additional language are effectively supported and are making good progress. For example, children respond to staff's instructions correctly when asked to count the dots on the dice. More able children receive support from staff to extend their learning in line with their exceeding age and stage of development. As a result, the learning and development needs of all children are being met. Staff compile files of their key children where observations and next steps in learning are recorded and used effectively in future planning. As a result, children make good progress in their learning and development. Recent 'Every Child a Writer' training is having a positive influence on the quality of children's learning and progress. For example, a range of well-planned, relevant pre-writing activities, such as the 'phonics tubs' activity supports children's recognition of letter shapes of familiar objects. This results in the vast majority of children being at the expected stage of development, with some exceeding this. As a result, children are well prepared for the transition to the next stage in their learning. They also share their excitement about going to big school in September and announce, 'I'm going to write even higher numbers!'

Parents acknowledge the consistently warm and welcoming environment of the pre-school. They understand the key-person system and are confident to speak with all the staff to share important information about their child or to ask questions. Parents share information about their children's needs and interests when starting the pre-school. They value the continued sharing of information, which supports them to understand their children's learning and development. For example, children take turns to look after 'Going Home Bear', at home. Parents engage with their children as they write a diary together of 'Going Home Bear's' activities. The diary is then shared with all children and staff at pre-school. As a result, parents are supported in developing their children's communication and language skills at home. However, this is only occasional and there is scope to enrich these opportunities so that parents benefit from even more regular communication to support all areas of their child's learning at home. Staff have a thorough knowledge of all children's age and stage of development. The majority of children are working within the expected levels for their age across all areas of learning. The progress check for children between the ages of two and three years is carried out and the written summary is shared with parents and any relevant agencies. Children with special educational needs and/or disabilities are effectively supported because the staff liaise with relevant agencies to ensure they receive additional support when necessary so their learning needs are met.

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

Children behave well in the pre-school as they play and learn together, resolving any conflict independently or with the sensitive and caring support of the staff. Staff remind them to share and be kind to each other. For example, children are proud to share how

kind they are, as they talk about their friends starting the pre-school. 'When she came to pre-school she didn't know what to do. I showed her everything and now she knows'. Children who are upset go to the staff confidently for comfort where their needs are met immediately through caring intervention. Children are developing good independence skills. For example, they self-register, posting their hand print in the registration box. They select and stay engaged in learning activities for sustained lengths of time. Staff intervene appropriately to support their learning. Therefore, children's emotional well-being is very well supported.

Children's good health is effectively promoted. For example, children decide what snack to eat, with a fruit option always available and choose between milk and water. They effectively develop their independence skills as they competently pour their own drinks. Staff teach children about sensible hygiene practices, such as washing their hands before eating. They know that cleaning hands 'washes all the germs away'. Children play outdoors everyday as part of a healthy lifestyle. They develop an understanding of safety as they manage their own risks very well. For example, they move around equipment, climb the high slide and take part in throwing and catching games. In addition, this promotes their physical skills.

The effective key-person system means that children settle in the pre-school very well. The parents comment that they appreciate the information shared, when starting the pre-school, about the children's interests, likes and dislikes. For example, children finding it difficult to settle in straight away are encouraged to bring their favourite music in to the pre-school. As a result, children feel secure and valued. This information is used to ensure continuity of care and ensures a smooth move from home to pre-school.

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

The manager has a thorough understanding of safeguarding and welfare requirements, which are implemented effectively. Staff have clear knowledge of their roles and responsibilities in reporting any child protection concerns and are aware of any action needed to take in the event of an allegation against a member of staff. Staff request visitor identification and record this in the visitors' sign-in book. The manager ensures all staff are suitably trained to work with children and keep them safe. All staff have been subject to relevant checks for their suitability to work with children through the recruitment process. Therefore, the safeguarding and welfare of the children is good.

The self-evaluation is currently being updated, but there are clear strengths and areas for improvement. For example, the manager plans to improve the outdoor area to extend the learning opportunities for children and intends to develop staff monitoring and evaluation to include observations of practice during transition times and routines of the day. All the recommendations from the last inspection have been addressed. For example, the children have access to an improved range of equipment to develop their information and communication technology knowledge and skills. Therefore, the manager is motivated to ensure continuous development of the pre-school. Training needs are discussed at appraisal and supervision and are arranged to ensure a positive impact on staff's

performance. As a result, staff feel supported by the manager as their professional development is valued and this means children make good progress. The learning and development requirements of the Early Years Foundation Stage are clearly understood by the staff. Teaching is good and based on children's needs and interests. Regular staff meetings support the staff in constantly responding to children's needs and interests in order to plan effective learning activities. For example, when children ask if they can go to play on the field during outdoor play, the staff sensitively explain that, as the sun is so hot and there is no shade, the field is not a safe place. Children are then encouraged to put their thoughts about this in to the suggestion tray. The suggestions in the tray are shared by staff at meetings and children's ideas relevantly incorporated in to future plans. Therefore, team planning ensures all children's individual needs and interests are valued.

Good assessment and monitoring procedures are in place to track children's progress and identify any gaps in their learning and development. For example, early intervention is fully supported as staff work effectively, in partnership with parents and agencies, to ensure children with speech and language development needs have the support they need to make good progress in their learning and development. Parents are consistent in their respect and value of this pre-school. They acknowledge their children's learning and development is fully supported by caring and enthusiastic staff. They recommend this pre-school to others and choose to offer their time and skills to support improvement. For example, parents willingly help to decorate the pre-school and organise fundraising events. This is testament to their dedication to the pre-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	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>	206706
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	871138
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	32
<b>Name of provider</b>	All Saints Playgroup (Glossop) Committee
<b>Date of previous inspection</b>	18/03/2010
<b>Telephone number</b>	07926158436

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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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