

All Nations Pre-School

All Nations Church, Brickhill Drive, Bedford, MK41 7QF

Inspection date

Previous inspection date

21/05/2014

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

- Staff plan activities to closely match children's interests and learning development. This means that children are taught a wide range of skills and concepts across the seven areas of learning.
- Staff provide a caring, welcoming environment for children. As a result, children build strong bonds and are helped to feel safe and happy.
- Parents are fully informed of their children's development and are encouraged to support their learning at home. Consequently, partnership working is good.
- Staff demonstrate good understanding of safeguarding procedures. This ensures that children's safety and welfare are promoted.

It is not yet outstanding because

- There is scope to build on the already good quality of activities by, for example, including more opportunities for children to solve problems.
- The garden does not consistently provide a stimulating outdoor environment that promotes children's 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 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 indoor area and in the garden that is used by the pre-school.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader.
- The inspector spoke to staff throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the pre-school leader's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Anne Bell

Full report

Information about the setting

All Nations Pre-School was established over 40 years ago and was registered again under its current name in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a church building in the Brickhill area of Bedford and is managed by the church committee. The pre-school serves the local and neighbouring area and is accessible to all children. The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. The setting also opens Thursday afternoons from 1pm to 3.30pm to provide an additional session that is exclusively for two-year-old children. Children attend for a variety of sessions. There are currently 47 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. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status.

What the setting needs to do to improve further

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

- extend further the use of the garden to provide a stimulating outdoor environment, which promotes children's learning
- build on the already good quality of activities by including more opportunities for children to solve problems.

Inspection judgements

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

Staff demonstrate a good understanding of how young children learn and they plan activities across the seven areas of learning. They interact purposefully with children, skilfully intervening as needed. Staff use open-ended questions to encourage children to think for themselves. They explain and demonstrate activities, so that children can then try independently. Staff model language and teach new words, so that children can extend their knowledge and vocabulary. As a result of good quality interactions from staff, children make good progress with their language and communication skills. In addition to obtaining information from parents about children's interests and development, staff carry out an initial assessment within the first few weeks of a child attending the pre-school. They build on this by regularly observing their key children's interests and learning activities. They use this information to draw up an individual learning plan each half-term. This plan identifies children's next steps, which are then planned into activities over the

following half-term. Staff also cross-reference children's achievements with their stages of development, so that any identified strengths or areas of need can be addressed. This good matching of activities to children's interests and learning needs means that children engage well in relevant, meaningful learning experiences. Children who are learning English as an additional language are well supported, with staff learning key words in the child's home language and using visual prompts to support understanding. The pre-school supports children with special educational needs and/or disabilities and utilises advice from outside agencies to prepare individual education plans. As a result, all children make good progress.

A wide range of planned, interesting activities are set out each day to cover the areas of learning. The main room is spacious and staff also use smaller rooms for children to have group times and more focused activities. Resources are well maintained and are labelled for children to access independently. Staff teach children to share and cooperate as they engage in role play in the Chinese restaurant. Staff teach children to mix paint to have the colour they want to paint their model of a dragon. They then use their fingers to delicately sprinkle glitter on the top to decorate. This helps children to express their preferences, as well as learning about colour. During group time activities, children are taught to sit and listen to each other as they talk about special items they have brought in from home. Staff teach children songs and rhymes, which children join in with enthusiastically, thereby, extending their language skills. The pre-school does not have its own outdoor area, so staff provide equipment indoors to promote children's physical development, such as balancing beams, climbing equipment and soft play equipment. Children move confidently around the pre-school, actively engaging with activities and confidently exploring their environment. Staff encourage children's exploratory nature by engaging supportively and encouraging children to think for themselves. However, there is scope for children to have more opportunities to solve problems and devise their own solutions.

Staff communicate effectively with parents regarding their children's learning and development. Children's individual learning plans are shared with parents each half-term and parents are invited to add their own comments and observations. This ensures that there can be continuity of learning for children in both the home and pre-school environments. Staff know the children's levels of development well and provide challenge through the daily activities. For example, children watch a video clip of a dragon dance and then create their own dance, stretching up and crouching down and moving from side to side. They draw plans of what they want to build and then create structures from wooden blocks, basing their ideas on pictures of buildings from other cultures. While constructing, they use shape names as they work out which ones will create a stable base, laughing when the tower topples and persevering to build it again. Children walk in small groups to visit the nearby garden, which the pre-school has use of. They learn about what plants need to grow as they water these and look under stones for bugs, taking photographs of what they observe. The pre-school leader is aware of the limitations of the outdoor provision and has investigated various options since the previous inspection. However, there is scope to further extend the use of the garden to provide a stimulating outdoor environment, which promotes children's learning.

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

Children settle easily into the session, due to the warm welcome from staff. There is good communication between parents and staff to pass on any relevant information, so that children's care needs can be met. Staff provide support to new children and parents to ensure a successful settling-in period. As a result, children and staff form close bonds and secure emotional attachments to staff. Staff members each take responsibility for a group of key children. At snack time, each member of staff sits with their group of key children to share a snack and a drink. This time is used to talk about the benefits of healthy eating and for children to develop their independence by pouring their own drinks and helping themselves to fruit. It is also a time for children and staff to get to know each other by chatting about their interests and what they have been learning. Consequently, staff members know their key children very well and children's self-esteem and a sense of belonging are well promoted. Children are relaxed and content with staff and happily approach them for help or a cuddle. Children's behaviour at the pre-school is good. Occasional incidences of unwanted behaviour are followed up by staff and efforts are made to re-direct children to a more purposeful activity. Children demonstrate good levels of engagement in activities, both in adult-led and child-initiated activities.

Staff work hard to compensate for the lack of outdoor space by providing equipment and activities that help children to appreciate the benefits of exercise. Children are taught to wash their hands before snack time and after using the toilet. Children and staff cooperate to look after the indoor environment by tidying up together before settling down for a snack. They are encouraged to manage their personal needs and older children use the toilet with minimal support. Nappy changing for children is managed well. Staff supervise children well, but also give them space to explore and take risks as they try out ideas for themselves.

The pre-school has established good links with the local schools that will receive the children. Information is effectively shared, so that children's needs are accommodated and their security and well-being are promoted at a time of change. The qualities of confidence and self-esteem that children develop while as pre-school, along with their growing independence, means that they are prepared well for school.

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

There are good safeguarding procedures in place. Staff are aware of the issues that may cause them concern with regard to a child's safety and welfare and they know the appropriate steps to take to share information. There is a comprehensive safeguarding policy in place that details how children's safety is promoted within the setting. Recruitment procedures are good and include the required checks to ensure that all adults working in the setting are suitable and qualified to do so. Children play in a safe, secure environment, where they are well supervised at all times. Daily routines and snack menus are displayed for parents to see and there is a good range of information and policies readily available for them to access.

The pre-school leader is diligent in her monitoring of children's progress. She regularly

checks the information that staff record about children's learning and ensures that it is followed up with appropriate next steps for each child. She has carried out staff training, so that staff are consistent in their assessment of children's stages of development. As a result, there is a shared understanding among staff regarding children's achievements, which can then be shared with professionals from other settings. The pre-school leader has recently introduced an electronic system for recording children's achievements and observations, which are then cross-referenced against the stages of development. This provides comprehensive monitoring of individual children and groupings of children. All staff participate in self-evaluation processes and there is a clear commitment to ongoing improvement. Additionally, there is an improvement plan in place, which identifies appropriate areas for development. There are comprehensive procedures in place for staff induction, which include training to implement relevant policies and procedures.

The pre-school works very well with parents. Parents are regularly invited to contribute their views on specific and general issues and these are acted upon, as appropriate. Parents regularly volunteer to help out with cooking and gardening activities, as well as with activities to celebrate their own cultures. Parental feedback is very positive. At the time of inspection, several parents sought the inspector out to share their appreciation for the high quality of care and education that their children receive. In particular, parents feel that the pre-school staff cater extremely well for children's individual needs. Parents' comment that they and their children love the pre-school and they recommend it to everyone. There are effective partnerships in place with the local authority and local schools. The pre-school regularly meets with local schools to share information as children move on and to work together to moderate judgements about children's stages of development. As a result, the schools are well informed about children's interests and learning development and there is no disruption to children's learning when they transfer. The pre-school works well with outside agencies to ensure that children with particular learning needs are supported effectively.

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	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

Unique reference number	EY472061
Local authority	Bedford Borough
Inspection number	944001
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	47
Name of provider	All Nations Church, Bedford
Date of previous inspection	not applicable
Telephone number	01234273773

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

