

Allsorts Pre-school

St John's School, Grimshaw Lane, Bollington, MACCLESFIELD, SK10 5LY

Inspection date	07/07/2014
Previous inspection date	10/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Practitioners have high expectations of children and provide challenges that effectively promote their learning well.
- Practitioners have good relationships with children, creating an exciting, imaginative and happy atmosphere. This supports children to settle quickly into the pre-school and engage confidently in the activities and resources available.
- The leadership and management of the pre-school are strong. There is a clear focus on continuous development, to promote the best learning outcomes for children.
- Children are effectively safeguarded because practitioners have a good understanding of their roles and responsibilities for the protection of children. They regularly update their knowledge and implement robust safeguarding procedures.
- Partnerships with local schools makes a strong contribution to providing continuity and consistency of care for all children and their families.

It is not yet outstanding because

- There is scope to improve opportunities for practitioners to learn from each other, for example, through peer observations.
- There is room to build on the already good partnerships with parents to further promote the importance of home 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 activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the registered individual and manager of the provision and spoke to practitioners throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's evidence of self-evaluation.

Inspector

Janet Weston

Full report

Information about the setting

Allsorts Pre-school was registered in 1990 and is managed by a voluntary committee. It operates from the Bollington area of Macclesfield, Cheshire. The pre-school serves the immediate locality and also the surrounding areas. It opens five days a week from 9am until 12 noon, term time only. Children attend for a variety of sessions. Children are cared for across two designated playrooms and have access to an enclosed outdoor play area. There are currently 34 children on roll, all in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently five staff working directly with the children, four of whom have an appropriate early years qualification. Two of the staff have appropriate qualifications at level 3. Two of the staff have appropriate qualifications at level 6. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- build on existing systems for the monitoring of practitioner performance so that they are sharply focused on raising the practice of all practitioners to the highest levels, for example, by embedding the use of peer observations
- strengthen the already good strategies to involve parents in their children's learning at home, in order to extend and maximise children's learning potential even further.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage. They ensure that they provide activities and resources to promote all areas of learning and development. These activities support children's readiness for school. Practitioners gather a range of information from parents during initial meetings about what children can do and what they already know through an 'all about me' document. This ensures practitioners form an accurate and detailed baseline assessment of each child's starting points. As a result of this, practitioners plan appropriate activities to support children's continued learning and development. Parents also comment on how the opportunity to attend the weekly toddler group session helps children settle well. Practitioners make regular observations of children's achievements and record these in each child's record of achievement book. Effective systems are in place for assessment and planning, which demonstrate how the next steps in children's learning will be promoted, to ensure

teaching builds on what children already know. Practitioners plan for individual children's developmental stages and interests. They understand that children learn as they play, explore and investigate for themselves. Children flourish in this warm and welcoming pre-school due to the overall good teaching strategies. The indoor and outdoor environment supports all areas of learning. Imaginative resources and spaces provide children with good levels of challenge, appropriate to their age and stage of development.

Children are engaged and motivated. Practitioners support children's learning throughout their play, extending their learning through encouraging children to think. They also provide them with space and time to explore their own learning independently. Practitioners work well together as a team and this supports children to make good progress towards the early learning goals. For example, children develop an understanding of information and communication technology through a small computer or games and crafts, which involve organising shapes, colours and puzzles. Children glue, stick and paste their own spaceships or roll and cut dough into desired effects. 'I've made a ball', says a child proudly, whereas another child beams happily as practitioners praise the work they have done in creating an item for the otter sanctuary. Children are engrossed and motivated by activities they choose and learn to be independent. Children enjoy playing with the sand in the outdoor environment, laughing as they make tracks with their cars and loud engine noises. Practitioners encourage children to use all their senses to explore their environment. For example, they listen to the sounds around them, smelling the fruits and feeling the textured materials available at the art table outside. Teaching is good because practitioners recognise that children are curious about the world around them and want to explore and investigate.

Activities provided help children to develop the skills they need for their next stage in learning, for instance, school. Active learning is skilfully developed by practitioners who read stories to children and encourage their involvement and participation. For example, a practitioner reads a story and children are thrilled to anticipate the next page they might see and giggle with delight when they are right. Practitioners teach children mathematics effectively, using a good range of everyday activities and routines. Children correctly count to 20 during small group time and count the cups and plates needed for morning snack. Practitioners communicate effectively with children in order to promote and extend their language skills. They encourage them to ask questions about the world around them. Children confidently state when discussing the pre-school that 'they like everything'. The detailed observation and reporting system helps practitioners to keep parents informed about their child's learning. Parents can look at their child's record of achievement and they speak with practitioners on a daily basis. However, there is scope to further promote the effective sharing of information relating to home learning with parents, in order to strengthen partnership working in this area even more. Parents have access to a detailed newsletter and information board and they also have the opportunity to respond to parental questionnaires. This means parents and the pre-school can work closely together to ensure children make good progress in their learning and development. It also means that parents and practitioners can quickly identify and provide any additional support children may require. The pre-school successfully works with a range of other professionals to provide for children with special educational needs and/or disabilities to progress their learning.

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

Children demonstrate excellent behaviour, which is influenced by the positive role modelling of practitioners. Practitioners have a calm, consistent approach. They give support and guidance that helps children behave well. They remind children to be kind to each other and help children display positive behaviour, for example, when sitting down for snack and taking turns during activities. Children quickly become familiar with the routines and expectations of the pre-school. The older children show care and concern for their friends by encouraging and nurturing them. For example, they ask 'Would you like more water' and 'would you like more fruit' or by reminding them 'you need to wash your hands now'. All children show very good levels of independence. For example, when arriving children take off their coats and place their belongings on a named peg. Children's good health is promoted well. They learn to manage their own personal needs when they wash their hands before they eat. Practitioners follow careful hygiene procedures during snack and understand why they do this. Children benefit from healthy, nutritious, well-balanced snacks. Freshly prepared on the premises. These include a variety of fruit with milk or water, and are served by the children during the morning session. Practitioners take into account children's dietary needs to promote children's well-being.

The pre-school is welcoming, friendly and well organised. Children choose from a range of age-appropriate resources and play materials both inside and in the outdoor area. Practitioners are vigilant in promoting children's safety. A good system allows only authorised personnel through the main gate into the pre-school and practitioners ensure children are always well supervised. For example, at home time all doors are supervised closely and only children whose names are called out may leave. Practitioners check the premises for hazards on a daily basis and make sure children are safe at all times. Children gain an understanding of how to keep themselves safe through helping undertake the daily risk assessment and practise regular fire evacuations. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around in the spacious area.

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

The manager and practitioners work well as a team. They are all able to demonstrate a good understanding of their responsibility to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met. There are robust recruitment and selection procedures in place to ensure that all practitioners are suitable to work with children. Practice is carefully observed to ensure children are protected, for example, ratios and room numbers are adhered to, so children are well supervised. The pre-school has a range of policies and procedures in place to help practitioners to keep children safe. These are regularly reviewed and implemented consistently across the pre-school. Practitioners are well informed about safeguarding issues and demonstrate a good understanding and willingness to act appropriately and in a timely manner. For example, practitioners know how to report concerns. The manager and practitioners maintain all the required documentation and records, such as daily risk assessments, to ensure that

resources are safe and suitable for children to use. The vigilance of practitioners, consistent supervision of children and good security systems, such as the recording of visitors, ensure that children are kept safe from harm.

The manager and practitioners demonstrate a clear understanding of their responsibility to meet the learning and development requirements of the Early Years Foundations Stage. Effective tracking systems are in place to monitor planning and assessment to ensure practitioners are fully aware of the progress their key children make. This ensures that the identification of any emerging gaps in children's development are recognised swiftly. Children are well prepared for the next stage in their learning and development because practitioners support them in making the transition to school. The pre-school is proactive in developing strong links with the local schools and they provide frequent visits which prepares children well for moving on.

The management has identified a number of priorities for improvement through a reflective approach to self-evaluation. This helps to identify strengths and areas for development, for example, by enhancing the outdoor area to provide multi-surfaced areas. The performance of practitioners is monitored through supervision and appraisals. Although, practitioners have begun to carry out peer observations, these are not fully embedded to enhance the practice of practitioners through honest and critical reflection. The manager works directly with the children herself and is visible to all practitioners. As a result, they feel supported and their professional development is effectively considered. Training needs are discussed at supervision meetings and are arranged to positively impact on practitioners' performance. Parents and carers are asked for their opinion through the use of detailed questionnaires. Positive statements are recorded praising the practitioners for the service they provide, as they use words, such as, 'brilliant', 'lovely feeling' and 'friendly'. Partnerships with parents, external agencies and other settings children attend are promoted well. However, there is scope to develop even better ways of engaging with parents to further strength the existing methods.

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	304949
Local authority	Cheshire East
Inspection number	867553
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Allsorts Pre-School Committee
Date of previous inspection	10/11/2011
Telephone number	01625 572025 07913628115

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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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