

# All Saints Pre-School Playgroup

All Saints Church Hall, Petersfield Road, Winchester, Hampshire, SO23 0JD

<b>Inspection date</b>	23/10/2014
Previous inspection date	05/11/2009

<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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children's daily experience, and the overall quality of the provision, is exceptionally good because all staff make thorough use of their qualifications, training, skills and knowledge and are clear understanding of their roles and responsibilities.
- The staff team's accuracy and rigour in linking observations with weekly planning and assessment is highly effective in ensuring that all children make impressive progress given their starting points on entry.
- Children enjoy themselves and develop strong personal, social, and emotional skills, which help them adapt to change and be willing to try new ventures.
- The pre-school staff and committee foster highly effective partnerships in the local community and with outside services. These enrich the lives of the children and secure timely specialist support for them when needed.
- The manager creates a high-quality setting which is welcoming, safe and supportive for children and their families.

## 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 a wide range of activities across all areas of the pre-school, and talked with staff and children about what they were doing.  
The inspector reviewed documents and procedures relating to safeguarding,
- staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.  
The inspector sampled a range of children's records, and the pre-school's systems
- for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the supervisor.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

All Saints Pre-School Playgroup started in 1991 and registered with Ofsted in 2001. It operates from a church hall in the Highcliffe area of Winchester in Hampshire. It serves the local area. Children have access to an enclosed outside play area. The pre-school is run by a committee of parent volunteers and is registered on the Early Years Register.

The pre-school is open each week day during school term times from 9am to 3.45pm. Children attend for a variety of sessions or for full-days for which they require a packed lunch. Staff accept a few children at 8.30am. There are currently 28 children on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are currently seven members of staff working with the children. All staff hold recognised early years qualifications at level 3 or above. One member of staff holds a relevant honours degree and 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:

- consider equipping the outdoor area with a stronger shelter to protect children from intense sunshine or wind so they may continue to enjoy learning outdoors for lengthy periods in the day.

### Inspection judgements

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

Experienced and dedicated staff are highly effective in meeting the diverse needs of the children in this well-run pre-school. Every child has a person who is special to them, knows them well and ensures they make at least good progress across all areas of their learning and development. Staff observe how children learn and build upon their achievements. They identify children's next stages in learning and share these across the team when they plan activities for the following day or the week ahead. This arrangement enables staff to work as a co-ordinated team, capturing everyday events and creating them into rich learning experiences for children. For example, staff use children's enthusiasm for moulding play dough to teach them how they can change materials. Children learn about weighing flour and mixing in different amounts of water. After making their own play dough, staff teach children to make pastry and to roll, cut and bake jam tarts. This extends children's learning successfully.

Teaching is of a consistently very high quality. Children hide treasure in containers and

cover them with water. Staff teach them how water changes to ice and how ice melts with warmth to reveal their hidden treasure. This teaching sparks children's eagerness to explore and question, so they discover and achieve in new areas of learning. As staff extend children's lines of enquiry by adding in a new recipe, craft material or other idea, children reflect on their actions and reshape their plans. Children become effective learners because staff provide new and interesting activities that attract, motivate, and challenge them.

Staff regularly top up their training and use their new ideas to improve all areas of the pre-school. For example, staff regularly work specifically with children who are learning English as an additional language and with children referred for speech and language therapy. Staff were therefore keen to seek out and apply training that extended their teaching skills in listening, communication, language and speaking. This resulted in them evaluating every area of the pre-school and how effective their teaching was in each of those areas. Staff identified ways to improve the indoor and outdoor play areas to facilitate children's listening and speaking skills. For example, children now use story bags and puppets to support their own retelling of familiar stories in an indoor cosy area. Staff place cushions and books in a small tent outdoors. This hide-away is ideal for quiet chats, reading stories with staff or just a brief pause away from busy friends and lively activities.

Staff think carefully about how they construct the pre-school to support children's skills in all areas of learning and development. Consequently, children enjoy an extensive range of high-quality opportunities, which help them make excellent progress from their abilities on entry. Staff prepare children extremely well for the next stages in their learning, whether at home, in the community or at school.

Staff and parents work closely together to celebrate children's achievements and address any gaps or delays in children's learning or development. Parents speak very highly of the staff and say they are welcoming and non-judgemental. This relationship, combined with staff's evident commitment to do their very best for the children, forms the basis of some strong and highly effective partnerships. Staff regularly share with parents their comprehensive and sharply focused systems for tracking their children's progress. These enable staff and parents to identify where children struggle and where they excel. They can then agree plans to add on new teaching activities to fill gaps, reduce delays or further develop skills. Where families seek guidance from outside agencies they are then able to request this help promptly.

Staff apply guidance from specialists when they plan activities and teach children. Clear, timely written reports and regular exchanges with parents help ensure that children make optimal progress. Staff use a range of activities and information sheets to include families in their children's pre-school learning. These link and extend children's learning across home and pre-school settings for all families. Staff have a considerable range of experience in providing early and effective support for children with special educational needs and/or disabilities. Parents recognise their skills in combining care and compassion with focused professional support. Children thrive and parents enthuse when they talk about their children's life and progress at the pre-school.

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

Children show they feel happy and secure in the pre-school where they move around freely and with confidence. This confidence applied to some new children who settled in quickly due to the reassuring care of sensitive and encouraging staff. A wealth of shared information from parents and early observations at the pre-school underpin the role of the key people in children's life at pre-school. This means each child's special person can provide activities that attract the child's interest, and children receive appropriate attention when upset or in need of assistance. Staff at the pre-school work as a close and highly effective team. Clear systems are in place for recording children's needs and next stages. This means they know all the children well, and the children feel comfortable with more than one member of staff.

Children's personal, social, and emotional development is a high priority for staff. They have worked hard in recent years to introduce changes throughout the pre-school to enhance children's skills in these areas. Staff use daily routines to provide a secure framework to the day and balance these with plenty of time for children to play and explore. They have their own draws where they store precious toys and comforters, before they hang up their coats. Then children are free to choose from the wealth of toys and resources that catch their interest. Staff allow children time to become immersed in their learning before they bring them together for group activities. They balance familiar play areas with new topic materials linked to children's current interests. Children gain confidence as they investigate and meet new challenges. Staff find amicable ways of resolving conflict when it occurs. An extensive range of visual prompts and timetables around the pre-school promote and reinforce positive behaviours. Behaviour across the pre-school is generally very good because children have played a part in choosing activities and resources are plentiful.

Staff support children as they learn to manage their own hygiene and personal needs. Children decide when to eat their snack, which allows them time to finish a game, wash their hands independently, and choose a nutritious snack. Staff keep a watchful eye on how this process works in practice. They expect children to tidy up after themselves. Staff gently remind children of the system to place plastic milk bottles in the recycling bin and trimmings from fruit and vegetables in the compost container. Staff follow through the purpose of these actions to help children understand them better. For example, children use small plastic milk bottles again either to make musical shakers or to water the flowers they nurture outdoors.

Staff and children have grown a wide range of produce this season, where they have used their own compost. The manager is also a keen cook so children see and taste some of their vegetables and herbs in different meals. Occasionally, cooking links in with the traditional dishes of children with dual nationality or family backgrounds. Children experience the abundant diversity of life in their community and enjoy discovering similarities and differences between each other.

Staff also teach children how to keep themselves safe and think through their actions. A garden slope provides a wonderful prop as children experiment with pouring water

through a large down pipe. Staff talk through potential risks as children negotiate water and each other. Children enjoy outdoor play and the fresh air for lengthy periods, however on one or two occasions in the extreme heat, the pre-school has needed to close. This is due to a lack of shade in the garden in the early summer months. Staff also remove the temporary gazebo during windy days.

Members of the community visit to show children how to behave safely when they walk to pre-school. Children practise fire drills and role-play at first aid when an ambulance crew visits them. All these projects support children's growing understanding of how to keep themselves safe and healthy.

Staff prepare children extremely well emotionally and socially for forthcoming changes in their lives. This helps children develop the skills they need to adapt to new situations, such as the arrival of a new baby or their move to school. Staff know how to help children because they develop effective relationships with parents, outside agencies and local schools.

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

The leadership team respect and meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff routinely up-date their training in safeguarding children and regularly discuss the measures they implement to keep children safe from harm. Staff are experienced in supporting children on the child-protection register and work with other agencies and families to promote and meet children's individual needs. There are clear procedures for checking the suitability of those who work at the pre-school. Induction training, regular supervisions, and appraisals help to ensure they remain fit to do so. The parent committee is very strong and active, should parents wish to express any concerns.

All staff routinely up-date their training in paediatric first aid. The committee has and publicises a procedure for responding to children who are infectious, or unwell. This helps prevent the spread of infection and makes clear procedures expected of staff and parents when children are ill. Staff keep clear written records of accidents, injuries, and any first-aid treatment, including evidence of when parents are informed. Staff are quick to address children's health needs, as they aim to reduce any unnecessary anxiety. The manager reviews written records of accidents, incidents, and injuries regularly to look for possible trends and solutions. The pre-school has a clear and well-understood policy and procedures for assessing any risks to children's safety. Routine check sheets ensure that staff carry out procedures to help minimise risk to children's safety and welfare.

Children's care, welfare, and learning are significantly enhanced by the highly effective way in which the pre-school evaluates all that it does. There is a strong sense of service and professionalism amongst the staff who meet all the learning and development requirements of the Early Years Foundation Stage. Education programmes are strong because staff routinely evaluate and improve them. Staff are constantly furthering their

own knowledge and teaching skills through new training initiatives and team reflections. Staff's enthusiasm for the 'Keep on talking' project and other training initiatives is particularly evident in improvements to the pre-school. Children are surrounded with reasons to communicate and opportunities to hear good language models.

All children make at least good progress from their starting points and many make exceptional levels of progress. Diligent tracking of children's achievements and targeting gaps and delays in learning help to ensure that children achieve the best they can. Staff prepare children exceptionally well for change and guide parents and children towards school readiness.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	109970
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816974
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	All Saints Pre-School Committee
<b>Date of previous inspection</b>	05/11/2009
<b>Telephone number</b>	07871 195724

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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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