

# Allsorts Pre-School

90a High Street, Wootton Bassett, Swindon, Wiltshire, SN4 7AS



<b>Inspection date</b>	4 February 2015
Previous inspection date	6 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff organise a variety of engaging learning experiences, particularly for the older children, which means they make good progress in their learning.
- Overall, staff understand the children's needs well. They assess children's specific needs accurately, putting additional support in place if needed, which means all children progress well across all areas of learning from their starting points on entry.
- Children learn to manage their behaviour following the staff's caring and supportive example. Staff motivate the children boosting self-confidence, which prepares children well for school.
- Staff are well trained in safeguarding and child protection, which promotes children's welfare.
- Children follow excellent hygiene routines and healthy meals promote good health. Highly stimulating outside play supports physical exercise very effectively.
- Partnership with parents, other providers and outside agencies is strong because of continuous and effective communication.
- The staff team work well together, communicating regularly, which means the organisation of the pre-school is effective. The whole team show eagerness and commitment to drive improvement forward.

### It is not yet outstanding because:

- Staff do not consistently provide interesting activities and experiences across all areas within the room for two-year-old children to maximise outcomes for children.

## What the setting needs to do to improve further

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

- strengthen the range of interesting and challenging learning opportunities within the room for two-year-old children to encourage them to fulfil their potential across all areas of learning.

### Inspection activities

- The inspector spoke to staff and children at appropriate times, and held meetings with the manager and committee chairperson.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working with the children.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's activities and the quality of teaching inside and outdoors.

### Inspector

Helen Millard

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of the requirements of the Early Years Foundation Stage. The quality of teaching is good. Children enjoy a range of activities to develop their speaking, listening and concentration skills, and this prepares them well for school. However, activities in the room for two-year-olds are not always challenging and interesting enough to engage all children to ensure high quality learning. For example, staff provided children with pre-cut shapes during a craft activity, which did not support children to explore different textures or to follow their own creative interests. Staff develop children's interest in numbers through active counting songs, using puppets and role play to extend children's learning. Children benefit from uninterrupted time to play, which means they focus on activities, experiment and explore, developing skills for future learning. Staff use questioning well to extend thinking and further learning. They have a good understanding of children's needs and adapt activities accordingly. Staff observe and assess progress continually identifying children's next stage in learning. Staff work closely with parents and other professionals to support learning, and share information frequently.

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

Arrangements to care for children and support their well-being are excellent. New children settle quickly as staff take time to get to know each child and their family well. Staff support children with engaging routines, which develop independence and responsibility. Consequently, children manage their personal needs highly effectively. Staff inspire good behaviour and kindness so children quickly understand what behaviour is acceptable. The outside environment is exciting and highly stimulating. Children played cooperatively, explored and used their imagination, when they built and tested a bridge made of crates. Such activities extend children's physical skills challenging them and enabling them to manage risks effectively. Staff constantly praise progress and celebrate achievements, and this motivates the children to learn.

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

The well-qualified manager leads an established staff team who are committed to promoting outcomes for children. She spends time working with staff, discussing improvements and praising good practice. Staff meet regularly to discuss and monitor children's progress. Staff attend training, and this helps to enhance the quality of the provision. For example, staff practice has improved following training on the use of questioning to extend children's learning. The management committee maintain a range of policies and procedures, which guide staff's practice so they are clear about their roles and responsibilities. Management implement robust systems to check staff are suitable to work with children. Parents benefit from regular opportunities to discuss their children's

progress with staff and on ways of supporting learning at home.

## Setting details

<b>Unique reference number</b>	EY245224
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	832960
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Allsorts Pre-School Committee
<b>Date of previous inspection</b>	6 July 2011
<b>Telephone number</b>	01793 849955

Allsorts Pre-School registered at its current premises in 2003. It is managed by a voluntary committee of parents. The pre-school is registered on the Early Years Register. The pre-school receives funding for the provision of free early education for children aged two-three-and-four- years. The pre-school opens weekdays from 9am to 3.00 during school term times. The pre-school employs nine members of staff. The manager has an early years degree and holds Early Years Professional Status, six staff hold childcare qualifications at level 3 and one has childcare qualification at level 2.

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