

All Sorts At All Souls School



All Souls RC Primary School, Abercorn Road, COVENTRY, CV5 8ED

Inspection date 5 February 2015
 Previous inspection date 6 March 2009

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Outstanding | 1 |
| 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 | | Outstanding | 1 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent understanding of how children learn through play and exploration. They provide a very broad range of interesting and rich experiences to promote children's learning across the seven areas.
- Planning and assessment arrangements are precise and sharply focused. Leaders and staff carefully monitor and track children's progress and target support to enable all children to make rapid progress in relation to their starting points.
- Children with additional learning and/or care needs are extremely well supported. Staff are very sensitive to their individual circumstances and ensure that their needs are met exceptionally well.
- Staff are calm, kind and attentive. They form excellent relationships with children. This means that even children who have recently joined the provision settle quickly, develop confidence and are happy in the setting.
- Children's good health is promoted very successfully as they enjoy healthy snacks and meals and participate in a variety of physical activities, inside and outdoors.
- Children are safeguarded exceptionally well as staff have a thorough understanding of how to implement policies, procedures and safe working practices, to ensure that children are kept safe.
- Highly effective systems for sharing information, and working in partnership with parents, carers and other professionals, mean that there is a consistent approach to children's care and learning.

What the setting needs to do to improve further

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

- consider ways to extend further the already very good opportunities for outdoor learning, for example, by enhancing the use of the woodland area.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

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

Children have plenty of opportunities to explore and to initiate activities for themselves. Staff skilfully use their expertise in teaching to support, facilitate and extend children's learning. They ask children questions to encourage them to think about what is happening and to express their thoughts and ideas. For instance, as children pour sand over a wheel, staff provoke their thinking about how changes to the flow of sand cause the wheel to turn slower or faster. Staff exploit opportunities to broaden children's vocabulary, for example, as they model the use of descriptive language to talk about size and colour. Staff regularly use a screening tool to assess children's communication and language skills and promptly target additional support for any areas of concern. Consequently, all children, including those for whom English is an additional language, make very good progress in relation to their starting points. Key persons know and understand children's individual interests, needs and skills very well. They expertly plan and adapt adult-led activities, so that they offer appropriate levels of challenge for children's differing capabilities. As a result, children are extremely well supported to gain the skills that they need for future learning and in readiness for the move on to school.

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

Staff work in partnership with parents to support children's well-being, so that children settle quickly and form strong attachments with their key person. Staffing arrangements are consistent, so children are extremely well supported as they move between the early years and the extended hours provision. Staff are excellent role models and successfully support children to share, take turns, play cooperatively and behave very well. Children have excellent opportunities to be active, as they participate in weekly movement and dance sessions with a professional coach and regularly use large equipment outside for climbing and balancing. There are rich opportunities for children to extend their understanding of the natural world, for example, as they are involved in growing flowers, herbs and vegetables, visit the school chicken run and enjoy walks in the woodland area. However, there is scope for outdoor learning to be extended even further, for example, by broadening opportunities to explore, investigate and play in the woodland area.

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

The leadership team is highly effective in driving improvement in the pursuit of excellence. Highly successful arrangements for monitoring and supervising staff performance ensure consistent, high-quality practice across the staff team. Staff have excellent opportunities for continuous professional development, to meet their own needs and those of the setting. Rigorous systems for self-evaluation, involving the views of parents, children and external professionals, mean that leaders and managers have a clear understanding of the strengths of the provision and areas where even further improvements can be made. Exemplary partnerships with the school, in which the provision is situated, mean that children are exceptionally well supported for moving on to the next stage of their learning.

Setting details

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|------------------------------------|----------------------------|
| Unique reference number | EY362430 |
| Local authority | Coventry |
| Inspection number | 863742 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 90 |
| Name of provider | All Souls School Committee |
| Date of previous inspection | 6 March 2009 |
| Telephone number | 02476 675836 |

All Sorts at All Souls School was registered in 2007 and operates from within the school grounds. The provision employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at levels 2, 3 or 4. The provision opens Monday to Friday, term time only. The provision includes a lunch club and before and after school care, operating from 7.45am until 6pm. The provision provides funded early education for two-, three- and four-year-old children.

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