

All Saints Children's Ventures Limited



All Saints Church, 93a Forefield Lane, Liverpool, Merseyside, L23 9TQ

Inspection date 12 February 2015
Previous inspection date 11 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager effectively communicates her vision and aspirations for a quality service to the staff team. As a result, children are cared for by enthusiastic adults who implement procedures consistently to promote children's health, safety and learning.
- Teaching is good as staff have a secure understanding of the way children learn through play. They instigate discussions that support children to practise what they already know, for instance, by introducing chances to count and calculate when a new child joins the group. Equipment, such as pencils, pads and paper are readily available to encourage children to make marks with.
- The key person is effectively implemented so that strong relationships with parents and children have been established. Children are at ease and parents value highly the staff's contribution to ensuring their children are settled and well supported in their learning and development.
- Children's learning and development is regularly monitored and assessed. Staff engage parents promptly to support them to seek the relevant support from any other professionals and services their child may need to promote their unique learning needs.
- Regular monitoring means all staff receive good support and a variety of opportunities to develop professionally.

It is not yet outstanding because:

- Staff enthusiastically encourage children to talk, however, they do not always allow children sufficient time to respond, before asking another question.
- Children's independent access to paint and to use tools during creative activities is not always made possible by staff.

What the setting needs to do to improve further

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

- refine the staff's already good questioning skills so that they allow children sufficient time to think and answer before asking the next question
- revise the organisation of creative resources so that younger children have more opportunities to independently explore their texture and experiment with colour and marks; and older children are more able to practise and learn to use a wider range of tools and materials.

Inspection activities

- Prior to the inspection the inspector viewed the settings self-evaluation document.
- The inspector viewed the main playroom and the outdoor areas. He also viewed the equipment used on the day of the inspection.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person/manager and the deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and evidence of the qualifications and suitability of staff working in the setting.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

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

The quality of teaching is good and staff ensure that children's unique learning needs are known and their next steps of learning are regularly planned for. The children are relaxed and each day they explore a stimulating environment that promotes a breadth of learning, which spans the seven areas of learning. Older children play purposefully with their friends as they act out imaginary stories. They stop off to make marks with the paper and pencils, build with the blocks and care for the dolls in the role play area. They eagerly join adult-led activities, such as decorating biscuits. However, for younger children there are not always resources, such as paint, to explore independently. For older children during craft activities, adults sometimes do not let the children use tools and materials to make and fix things, such as the handles on their Chinese lanterns. Activities to promote the children's communication skills are woven throughout the day. For example, children blow bubbles in the garden, which helps build muscles to support speech. Favourite books about animals and a feely bag are used to encourage younger children to talk. Staff freely chat with all children and ask many open-ended questions, such as 'what' and 'how'. This encourages children to predict and share connections about their experiences. However, on a few occasions some staff do not allow sufficient time for children to fully collect their thoughts and respond. Nevertheless, children eagerly join in activities, share well and like to count and solve problems, which helps prepare them for the next stages in learning.

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

Children are happy and secure within the setting, for example, as toddlers confidently seek cuddles. Close working with the local schools means that children are well supported as they prepare for moving from the setting. Daily play outdoors allows children to be active. They refine their physical skills as they walk along a line of crates and older children run with good control. They experiment with the ways they can move their bodies as they spontaneously twist, turn and dance across the room. Children's specific dietary needs are well attended to. Staff provide a range of suitably healthy snacks. Food, such as noodles are provided as part of the activities to help children learn about their wider world. Discussions, and teaching children traditional Chinese greetings helps children develop positive attitudes towards difference.

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

The management team engages with a wide range of other professionals to ensure a programme for staff training and future improvement is regularly undertaken. Recommendations from the last inspection have been met and the revised procedures to ensure that children cannot leave the premises are implemented rigorously. A robust recruitment procedure, induction and regular team meetings mean children are effectively safeguarded and staff securely know about the child protection procedures. Parents are fully engaged and provided with a plethora of information about the setting and their child's progress.

Setting details

Unique reference number	EY289826
Local authority	Sefton
Inspection number	861350
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	All Saints Children's Ventures Limited
Date of previous inspection	11 June 2009
Telephone number	0151 924 5137

All Saints Children's Ventures Limited was registered in 2004. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 2, 3 or 4. The setting opens from 8am to 12.30pm from Monday to Friday, during term time only. The setting operates a combined breakfast club and wraparound service in conjunction with its other registered service, which is based directly across the road in Forefield Community Infant and Nursery School. The setting provides funded early education for two-, three- and four-year-old children.

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