

# All Saints Childrens Centre Childcare



All Saints Action Network, The Community Centre, All Saints Road,  
WOLVERHAMPTON, WV2 1EL

<b>Inspection date</b>	29 April 2015
Previous inspection date	25 March 2010

<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		Good	2
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 and children develop strong emotional attachments. The staff are positive role models for children. This helps children to build friendships with one another. As a result, children are well behaved and are gaining a good sense of belonging to the setting.
- The management, staff, parents and their children are fully included in the self-evaluation processes. As a result, targets for further improvement are effectively identified and implemented. This makes sure that outcomes for children continually improve.
- The well-qualified staff use their knowledge to good effect, which has a positive impact on children's learning and development over time. Children are regularly observed and any gaps in children's learning and development are identified and closed. This is because the staff work closely with the parents, and seek support and guidance from other professionals where needed.
- Staff check all indoor and outdoor areas before children arrive each day for their session. This includes identifying and minimising any possible hazards. This, and risk assessments of all outings off the premises, makes sure that children are effectively kept safe and well.

### It is not yet outstanding because:

- Staff provide fewer opportunities to further develop older children's skills in counting during everyday routines.
- Staff do not always maximise children's independence skills during their snack times.

## What the setting needs to do to improve further

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

- support older children's already good mathematical understanding, for example, by encouraging number activities during their everyday routines, so that their learning about numbers and counting are maximised throughout the whole session
- increase opportunities for older children to develop their already good independence skills further, for example, by encouraging them to pour their own drinks during snack times.

### Inspection activities

- The inspector looked at a range of documents, including evidence of staff suitability and qualifications, and the provider's self-evaluation and improvement plans.
- The inspector observed a variety of activities in the indoor and outdoor play areas.
- The inspector conducted two joint observations with the provider, held meetings with the provider and held discussions with various staff caring for children.
- The inspector took account of the views of the children and parents spoken to on the day.
- The inspector looked at a range of documentation and records, including the policies and procedures of the setting, and children's learning and developmental records and files.

### Inspector

Mary Henderson

## Inspection findings

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

Staff provide a range of outings to support children's ever changing interests. For example, children visit the local library where they can choose their own books. Additionally, children visit the local temple and other places of worship. Where they look around the buildings and talk about their own festivals and those of other families. This fosters children's awareness about the world around them. Children's understanding of the world is further enhanced, as they look on in awe at the snails they find in the gardening area. Children build three-dimensional models using recycled resources, glue and sticky tape and manipulate scissors with growing confidence. Children then talk about their creations. This supports children's personal, social and emotional development and also fosters their language and communication skills. Children compare size, colour and shape, as they explore small world animals, which helps to develop their mathematical thinking. However, staff miss opportunities to use daily routines to further extend children's awareness of counting, for instance, counting how many children are at the table or how many cups and plates are needed. In the outdoor areas, children access a range of large and small equipment that supports their growing physical development and supports their risk-taking skills. For example, they wiggle about, developing their skills in using large hoops and they kick, catch and throw large and small balls with support from the staff.

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

Staff support children's healthy lifestyles well. For example, children have opportunities to run around in the garden area every day, taking in the fresh air. Additionally, children thoroughly enjoy dancing to music, get excited and have fun as they become out of breath. Staff talk to children about being healthy. Furthermore, children learn about a healthy diet as they have fruit for snack times. Children's independence is supported well by the staff. However, children wait for some time while the staff pour their drinks at snack times. Consequently, opportunities to encourage children's independence skills during these times are not yet maximised.

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

The management and staff have a good awareness about the requirements for the Early Years Foundation Stage. Staff have a good understanding about the possible signs of abuse, and know what to do and who to contact should they identify any concerns with a child in their care. The suitability of the staff is checked by the management. Consequently, children are safeguarded. Staff receive regular coaching and are observed by the manager who also monitors the educational programmes for children. As a result, children's progress towards the early learning goals is good. There are strong partnerships with the parents, other providers and professionals and the local schools. Consequently, children are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY400185
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	860136
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	62
<b>Name of provider</b>	All Saints Action Network Ltd
<b>Date of previous inspection</b>	25 March 2010
<b>Telephone number</b>	01902 877 539

All Saints Childrens Centre Childcare was registered in 2009, and is run by All Saints Action Network Ltd. The setting employs eight members of childcare staff. All of these hold appropriate early years qualifications; one at level 6, one at level 5, one at level 4 and five at level 3. The setting opens Monday to Friday term time only. Sessions are from 9am until 12noon and 12.30pm until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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