

All Saints Pre-School

All Saints Road, Lymington, Hampshire, SO41 8FD



Inspection date

Previous inspection date

18 May 2015

6 October 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not consistently monitor and evaluate the quality of practice in the pre-school in order to make improvements to the environment and staff practice.
- Arrangements for supervision are not strong enough to assess staff's performance and identify areas for development.
- Staff do not have a clear enough understanding of what children know and can do. Consequently, they do not always plan activities that challenge children well, so they make good progress.
- Leaders do not check the range of activities and experiences well enough to make sure all children have interesting, stimulating learning experiences.
- Partnerships with parents and other settings are not strong enough to support children's learning at home and with other providers.

It has the following strengths

- All those involved in the pre-school have a secure understanding of safeguarding and child protection procedures. They keep children safe and follow appropriate procedures should a child have an accident. Staff meet children's physical needs well.
- Staff develop close bonds with the children who are happy in their care. They use effective and consistent strategies to help children learn to manage their feelings and behaviour. This helps them to build friendships and promotes their emotional development.
- Children benefit from spending lots of time outdoors where they develop good physical skills.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the professional development needs of staff are identified and met through ongoing support and training, so that the quality of teaching and learning is improved and a culture of self-evaluation is fostered
- raise teaching to a consistently good quality by ensuring that staff regularly and accurately assess children's progress and provide an appropriate environment and activities
- check that planning of activities and experiences consistently provides interesting, challenging experiences for all children
- improve partnerships with parents and other settings to share information about children's learning.

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

- improve the evaluation methods to identify strengths and areas for improvement.

Inspection activities

- The inspector observed children and staff during play and learning activities. She viewed the play areas and resources.
- The inspector undertook a joint observation with the manager.
- The inspector held discussions with the manager and some of the leadership team about the policies and procedures, including how they deal with accidents and manage staff supervision, how staff work with parents and other early years providers, and self-evaluation methods.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the pre-school.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children learn some skills to help their future learning. Staff follow a routine throughout the session, which means children have regular opportunities to sing songs and listen to stories. Children show they are confident talkers as they happily talk in front of the group, telling their friends about the toys they have brought in to show. Staff get involved in children's play and sometimes use opportunities as they arise to teach children. For example, when children took cover from a downpour of rain in the playhouse, staff suggested singing songs about the weather. Staff used different words in a rhyme to include animals other than a spider that children want to climb the drainpipe. This engaged children as they used their ideas and promoted their early literacy skills. Staff plan very few appropriate challenging activities to interest children and extend their learning. They rely on children choosing their own activities but teaching is variable and this is not effective. For example, some staff promote children's mathematical skills by talking about the size and shape of the buildings they construct, but others do not take advantage to talk about distance as the cars whizz out of the end of tubes. In addition, some parts of the environment are not stimulating enough. Staff have taken some steps to increase children's learning, such as, by placing boards with pictures showing different buildings in the construction area. However, this has not been effective enough. For example, the discovery area is uninteresting. The tray of shells, models of a few sea creatures and a relevant book about them does not keep children's attention and promote their exploratory and investigative skills. As a result, children get bored and move away.

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

Children have friendly, caring relationships with staff and each other. Staff teach children healthy and safe practices. Children develop high levels of independence through the daily routines, such as snack time. Staff do not share sufficient information with parents and other providers to promote continuity in children's care and learning.

The effectiveness of the leadership and management of the early years provision requires improvement

Management follows robust employment and induction procedures to ensure the suitability of staff to work with children. Regular training ensures that staff understand child protection procedures, although it is not focused sufficiently on improving the teaching skills of staff. The manager does not make the best use of her qualification to check the quality of teaching, planning and assessment rigorously enough. Self-evaluation has brought about some improvements, including how staff promote literacy. However, it is not used effectively enough and does not highlight weaknesses in the activities and resources.

Setting details

Unique reference number	110240
Local authority	Hampshire
Inspection number	835848
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	45
Name of provider	All Saints Pre-School Committee
Date of previous inspection	6 October 2009
Telephone number	01590 688057

All Saints Pre-School registered in 1995. It operates from All Saints Church Hall in Lymington, Hampshire. The pre-school is open Monday to Friday, term time only, from 9.15am to 12.15pm with an optional lunch club from 12.15pm to 1.15pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs five members of staff including a manager, all of whom hold a recognised childcare qualification at Level 3 or above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

