

All Saints Pre-School

All Saints Church Hall, London Road, Ascot, Berkshire, SL5 8DQ



Inspection date

Previous inspection date

15 May 2015

27 September 2010

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

- Children benefit from good-quality teaching. Staff routinely reflect on their own practice and challenge themselves to increasingly high levels of competence.
- Staff reliably identify children whose learning and development is not at a typical level for their age and provide additional support. This minimises the impact on children's overall development and readiness for school.
- Staff encourage parents to engage with their children's learning and value the time, skills and interests they contribute to the pre-school. These close links mean that parents know how to carry over their children's enthusiasm for learning at home.
- The managers regularly review and update the comprehensive range of policies and effectively supervise staff to help keep children safe on a daily basis.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments. Children willingly try new activities and gain confidence, as there is always someone they can turn to when they are unsure of themselves.

It is not yet outstanding because:

- Resources to excite children's curiosity and understanding of different languages are limited. Children have little opportunity to hear, see or read different languages.
- Information gathered on children's interests and mathematics and literacy skills when they join the pre-school is not sharp enough to help staff plan a wide range of challenging activities for older children on short-term placements.

What the setting needs to do to improve further

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

- extend the range of dual language books and story tapes/CDs, to raise children's awareness of different scripts and languages, including the languages children's families speak at home
- sharpen the focus of information gathered from parents as children enter the pre-school to help staff tailor mathematics and literacy learning to meet the needs of children on short-term placements.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector sampled documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, and the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

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

Experienced and well-qualified staff deliver the learning and development requirements of the Early Years Foundation Stage well. As a result, children are enthusiastic and eager to take part in a wide range of activities which help ensure they make good progress. Staff build consistently on each child's individual interests, and plan activities to support their next steps in learning. They are very effective in helping children with delayed starts to make rapid progress in their social, communication and language skills. The pre-school welcomes children learning English as an additional language, and celebrates the diversity of children and family life across the globe. However, there is a limited range of story tapes or dual language books to support children's awareness of differences in written text. Committed staff work closely with parents to close any gaps in children's learning, and prepare them well for their next ventures and for school.

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

Children settle in quickly as staff are sensitive to their needs and give them the confidence and encouragement to try out new challenges. For example, children delight in holding a slimy snail as, with wonder and fascination, they wait patiently for it to peep out of its shell again. Staff facilitate children's self-motivation as they can choose between easily accessible resources that spark their thirst for discovery. Children observe similarities and differences in small toy wild animals and insects in the garden, with mirrors and magnifying glasses. They enjoy plenty of physical exercise as they learn to play polo on hobby horses outside and use the large indoor hall for team games. Children are socially, emotionally and developmentally ready for their moves to school because staff link up with their new teachers and know how to prepare the children for changes in their lives.

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

Generally staff demonstrate a secure understanding of the safeguarding and welfare requirements. However, the parent committee did not notify Ofsted of a change in leadership within the appropriate time scale. Safeguarding practice remains acceptable as Ofsted have previously vetted and confirmed the suitability of the person who now takes responsibility for the pre-school. Staff also use daily routines and exciting new projects to teach children how to keep themselves safe and healthy. For example, children sometimes cut and spread their own food at snack time, and grow a few vegetables and herbs in their small garden plot. Managers apply new skills from training updates in attachment and relationships to support the growing number of two-year-olds in the pre-school. The manager diligently monitors the progress of each child who attends the pre-school to ensure staff address any gaps in their learning. She also evaluates the quality and impact of the learning experiences staff create on children's achievements.

Setting details

Unique reference number	108422
Local authority	Windsor & Maidenhead
Inspection number	839540
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	16
Name of provider	All Saints Pre-School Committee
Date of previous inspection	27 September 2010
Telephone number	01344 291162

All Saints Pre-school registered in 1992. It operates from a large church hall in Ascot, in Berkshire. During school term time, the pre-school is open from 9.30am to 12.30pm each weekday. Staff also offer an extended lunch club until 2.30pm on Wednesdays in the summer term. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. There are three members of staff, two of whom hold appropriate early years qualifications at level 3.

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