

All Smiles Pre-School Playgroup

Rosehill Church, Westbourne Avenue, Bolton, Lancashire, BL3 2JZ



Inspection date

24 April 2015

Previous inspection date

13 June 2011

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| 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

- Staff are well qualified in early years and have a good understanding of how children learn. They provide a range of activities that offer realistic challenges for all children. As a result, children are motivated to learn, explore and are ready for their next stage in learning.
- Many of the children speak English as an additional language. Staff use successful strategies, which means these children are fully supported and make at least good progress from their starting points.
- The pre-school is well established within the community, with many parents returning with younger siblings. Parents speak positively about the care and education their children receive.
- Children form strong attachments with staff, which support their emotional well-being. All staff have attended safeguarding training and have a strong understanding of the procedures to follow to protect the children in their care and support their safety and welfare.
- The nursery team are committed to reviewing the service they provide and involve children and their families in the process.

It is not yet outstanding because:

- There is room to make the information given to parents about their child's learning and development more accessible, so that all parents can fully understand the information and be best placed to support their child's learning further.
- There is potential to develop further some areas of the outdoors that are currently unused, to extend children's opportunities to be physically active.

What the setting needs to do to improve further

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

- devise even better ways to communicate information to parents about their child's progress in learning, so that all parents are able to access the information and so that they can continue to enhance their child's learning
- make the most of the extra space secured solely for pre-school use, so that children have even more opportunities to be physically active in the outdoor area.

Inspection activities

- The inspector had a tour of the nursery with the provider.
- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the provider and the management team.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.

Inspector

Joanne Parrington

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. Staff have a very good understanding of children's individual needs and provide activities and experiences, which builds upon their interests and differing abilities. Staff skilfully question children during adult-led activities and child-initiated play. As a result, children are enthusiastic and motivated learners. Children's communication and language skills are very well supported. Staff are trained in several techniques to promote talking and listening. In addition, children are learning the phonetic sounds of words to develop their early reading and writing skills. Staff have established a range of ways to involve parents in their child's learning. For example, parents receive an individual monthly newsletter, which incorporates their child's next steps in learning. Additionally, at the end of each term parents receive a written summary about their child and the progress they have made. However, this is not easily accessible to some parents who speak English as an additional language. Although some staff are able to translate the information, there is scope to improve the sharing of information further, so that all parents have a better understanding of how to support their child's learning even more.

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

Children are happy and content because they play in a safe, welcoming and secure environment. The key-person system is effective and as a result of this children are quick to settle and begin their day of playing and exploring. Children build solid friendship groups and are beginning to develop their understanding of other people's emotions. Parents supply a packed lunch for their children. Staff reinforce the importance of making healthy food choices through the selection of fresh fruit and vegetables children have at snack time. Staff use these times to encourage good manners and talk about children's families and interests. Children thoroughly enjoy being outdoors and have a vast area to play a variety of games. The pre-school have secured additional outdoor space for the sole use of the pre-school. Therefore, there is potential to develop these areas so that children have areas for exploring nature and to be even more physically active.

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

The manager and staff have a good understanding of the requirements and implement these well. The regular review of the provision for children's learning and staff development is rigorous. Staff have a positive approach to developing their professional abilities. They actively seek training courses and share their learning with staff at regular meetings. The manager closely monitors staff assessments of children's progress and completes tracking of the different groups of children, identifying specific areas of learning that require additional support. Staff have received and implemented their learning from specific training very well. As a result, the training is having a positive impact on children. The manager and staff team have built strong partnerships with the local primary school and work closely together.

Setting details

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| Unique reference number | 403574 |
| Local authority | Bolton |
| Inspection number | 872216 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 39 |
| Name of provider | Victoria Richmond-Bailey and Grace Leach Partnership |
| Date of previous inspection | 13 June 2011 |
| Telephone number | 07851491753 |

All Smiles Pre-School was registered in 1996. The provision is open from 8.30am until 3.30pm during term time only. The nursery receives funding for the provision of free education for children aged two-, three- and four-years-old. In total, a team of five staff work at the provision and all hold appropriate early years qualifications.

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