

# All Saints Pre School

All Saints House, Romford Road, Chigwell, Essex, IG7 4QD



<b>Inspection date</b>	26 November 2015
Previous inspection date	19 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Robust recruitment systems are in place and implemented in practice. Staff are required to undertake all required suitability checks. This helps ensure children's safety and well-being are consistently protected.
- Staff have a good understanding of the age group they are working with and have appropriately high expectations for what all children can achieve.
- Children are very confident and show high levels of self-esteem. They enjoy consistent praise and encouragement from staff for their achievements.
- The key-person system is good. Children are supported very well and settle quickly. They develop a strong relationship with their key person and seek them out for support and reassurance when needed.
- Staff in the pre-school organise sessions to meet the needs of all children attending. Children have plenty of uninterrupted time to fully participate in their chosen activities.
- Children are encouraged to make their own choices about when they would like to have a balanced range of snacks, such as fresh or dried fruit and a drink.
- Children are provided with a stimulating range of opportunities to use their imagination. They delight in going to work in the pre-school post office.
- Children enjoy chances to develop their physical skills. During role play, they practise controlling a pencil by holding it between their thumb and two fingers.

### It is not yet outstanding because:

- At times, staff do not make the most of opportunities to help children learn about age-appropriate technology.
- On occasions, staff miss opportunities to help younger children develop their understanding of how to keep themselves healthy.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about age-appropriate technology
- enhance opportunities for younger children to learn about why it is important to keep themselves healthy.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and spoke to several staff.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Ann Cozzi

## Inspection findings

### **Effectiveness of the leadership and management is good**

The manager works alongside her staff and the parents to successfully evaluate the service provided. This ensures that improvements are well targeted and the needs of children and their families are effectively met. The manager thoroughly monitors children's progress including any differences in achievement between specific groups of children. The well-qualified staff team attend regular supervision meetings, which help to support their ongoing professional development. They have access to a good range of training opportunities. This has a positive impact on the quality of care and teaching that they provide for children. The arrangements for safeguarding are effective. Staff understand the signs and symptoms of child abuse. They clearly know what action they must take if they have any concerns about a child in their care.

### **Quality of teaching, learning and assessment is good**

Staff complete regular observations of children at play. They use these to assess children's development and effectively plan activities to meet their learning needs. Staff also use a good range of teaching techniques. Children enjoy an interesting range of stimulating activities that promote their interest in learning. Children's communication and language skills are developing well. They enjoy opportunities to listen to others in small groups and join in conversations with others. Children show that they are able to understand and follow directions. For example, when a member of staff sings an action song they join in by copying her movements. Information about children's current stage of development is gathered by staff prior to them starting. Parents are provided with information about things they can do at home to help extend children's learning.

### **Personal development, behaviour and welfare are good**

Children enjoy a welcoming environment in which they can learn safely. They are encouraged to be independent during play activities and as part of their daily routines. For example, older children can take themselves to the toilet. They enjoy washing and drying their own hands afterwards. Resources are organised to ensure that even the youngest children are able to make choices and help themselves. Children like spending time outdoors enjoying fresh air and exercise. They learn about how to take measured risks and respond well to staff, who talk to them about what might happen, for example, if they jump off the climbing frame. Children's behaviour is good. During outdoor play, older children monitor turn taking using a sand timer. They understand that, by sharing, everyone will have the opportunity to use the very popular tandem bike.

### **Outcomes for children are good**

All children make good progress in their learning and development relative to their starting points. They engage well in play and are learning the skills that prepare them well for their next stage of development and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY286604
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028060
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Nicola Louise Kenny
<b>Date of previous inspection</b>	19 April 2013
<b>Telephone number</b>	07946 845 607

All Saints Pre School was registered in 2004. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday and Tuesday from 9am until 1pm and Wednesday to Friday from 9am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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