

# All Hallows Too Pre-School

Townhill Community Centre, Meggeson Avenue, Townhill Park, Southampton, SO18 2HA



## Inspection date

Previous inspection date

10 December 2015

3 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children make good progress in their social, physical and communication development at the pre-school. They are well prepared for moving on to school.
- Staff make sure activities are planned and resources arranged to promote all areas of learning well in each session. Children have good opportunities to choose what they play with and staff question children carefully so that children learn new vocabulary.
- Key workers make sure that children are secure. They establish strong relationships with parents so that they can support their children's learning at home. Children behave well and understand the rules for playing so that everyone stays safe.
- Managers work effectively with the committee to make sure that the pre-school is run well and meets all statutory requirements. They use a range of methods to check that this is the case and identify areas that they need to improve.

### It is not yet outstanding because:

- Staff do not always fully and imaginatively extend children's play and learning, particularly outside and towards the end of each session.
- Managers have not yet made sure that self-evaluation and development planning is clearly focussed on making improvements to children's learning.

## **What the setting needs to do to improve further**

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

- make sure that all staff fully use opportunities to extend children's imaginative play throughout the session
- make sure that self-evaluation and development planning is clearly focussed on making improvements to children's learning.

### **Inspection activities**

- The inspector observed children playing inside and outside, planned activities and the staff interaction with the children.
- The inspector met with the managers and conducted a joint observation.
- The inspector spoke to parents, children and staff at convenient times.
- The inspector reviewed a range of documents including children's assessment records, policies, procedures and evidence of qualifications and suitability of the staff.
- The inspector reviewed the resources and how they are used.

### **Inspector**

Janet Dinsmore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers make sure that staff training for protecting children is kept up to date and know who to contact if they have concerns about a child. Staff have good opportunities to undertake further training and this results in improving practice. All staff are vigilant in making sure that premises and equipment are safe. Managers regularly check how well the pre-school is doing and have effective plans to make improvements. A high ratio of well-qualified staff to children is maintained so that all children are supported effectively in their play and learning. Staff work well with all parents to give them accurate information about how well their children are doing, and meet with them at times that are convenient for parents. Parents who are new to learning English are well supported, too.

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

Staff know children well and track their learning and development accurately. This helps them to identify any weaker areas quickly so that they can plan effective activities that help children catch up. Staff have a good knowledge of how children learn and develop. Children particularly enjoy playing outside and exploring paint and other media and materials. Older children are confident in beginning to write their names. Younger ones enjoy books and stories. Staff make sure that they can communicate well with children who are learning English and have learnt key vocabulary in children's home languages.

### Personal development, behaviour and welfare are good

Staff make sure that children feel secure. The key workers work particularly effectively with parents to help children settle in. Children are cared for well. They grow in confidence and enjoy the good range of activities and resources that are provided. There are good relationships between staff and children. Staff are good role models for this. Staff make sure that children know how and when to wash their hands and how to use knives safely at snack time. Staff keep accurate records of any accidents and communicate information about these well to parents.

### Outcomes for children are good

Children learn to express themselves and play well together. They make good progress in all aspects, in particular in their physical development. Children who start with low levels of development catch up over a sustained period and any gaps in achievement narrow.

## Setting details

<b>Unique reference number</b>	EY420471
<b>Local authority</b>	Southampton
<b>Inspection number</b>	822687
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	46
<b>Name of provider</b>	All Hallows Pre-School Committee
<b>Date of previous inspection</b>	3 May 2011
<b>Telephone number</b>	07837630653

All Hallows Too Pre-School re-registered in 2010 as it moved to new premises. This community-managed pre-school operates in the Townhill Park area of Southampton. It is open each weekday during school term time from 9am to 12 noon and from 12.30pm to 3.30pm. A lunch club is available from 12 noon to 12.30pm. There are seven members of staff; four have early years qualifications at level 3, and two at level 4. The setting receives early education funding for children aged two, three and four.

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