

# All Saints Pre-School

All Saints Church, Springfield Green, Chelmsford, Essex, CM1 7HR



## Inspection date

25 April 2016

Previous inspection date

1 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff form good partnerships with parents and carers. They provide them with detailed information about their children's progress. Staff actively encourage parents to extend their children's learning at home. Parents and children benefit from regular newsletters, social-media updates and parent forums to discuss ways to improve the pre-school.
- Staff are very knowledgeable about children's dietary requirements and allergies. They follow strict procedures to ensure children are kept safe. They liaise with parents and health professionals to ensure that care plans continue to meet children's needs.
- Staff provide a well resourced, stimulating environment, indoors and outside. Children benefit from the wide range of activities on offer that cover the seven areas of learning well. They develop good levels of confidence and self-esteem as they make choices in their play and build on what they already know.
- Children develop good skills in literacy. They develop a love for books and drawing. Children learn to recognise letters in their names and other children's names. Staff encourage children's interest in learning new letters and developing their pencil control.
- Staff are offered regular training to meet children's needs and for their own professional development. The managers observe staff regularly and feedback to them about how they can continue to improve their practice. Staff also observe each other's teaching and share good practice ideas.

### It is not yet outstanding because:

- The management's checking of the progress that individual and groups of children are making is not sharply focused enough to secure the best possible outcomes for all children.
- Staff sometimes miss opportunities to support children's thinking skills at the highest level.

## What the setting needs to do to improve further

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

- strengthen the checking of progress that individual and groups of children are making, in order to secure the best possible learning outcomes for all children
- provide children with further opportunities to think about why things happen and to solve problems for themselves.

### 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 one of the pre-school managers who is also the provider.
- The inspector held a meeting with the two pre-school managers and the deputy manager. She looked at relevant documentation, such as, the pre-school's self-evaluation, evidence of the suitability of staff and children's development records.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also took account of the views expressed by parents in a large number of written testimonials.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse, and know the appropriate action to take if they have concerns about a child. They carry out robust risk assessments and daily checks of the premises, effectively promoting children's safety. The management regularly evaluate the pre-school identifying areas for improvement. They actively seek the views of parents, children and other professionals to help inform their challenging but achievable improvement plans. Staff share information regularly with the other early years settings that children attend. They use this to provide children with good levels of consistency in their learning.

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

The well qualified and experienced staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of what they can do. Staff use this information to plan activities around children's individual needs and interests. They value children's opinions and actively involve them in the planning for their own learning. Children develop their understanding of the world around them. They help to plant bulbs and seeds, and look after the vegetables as they grow. Children experience regular visits from professionals, such as, the police, librarian and cooks from local supermarkets. Staff promote children's small and large physical skills well. Children develop their finger muscles when using resources, such as, play dough, construction bricks and painting with stampers. Staff provide a wide range of support for children with special educational needs or disability. They liaise regularly with parents and other professionals to ensure they continue to meet children's complex needs.

### Personal development, behaviour and welfare are good

Staff provide a welcoming environment where children settle well and form close attachments to their key person, other staff and one another. Staff work together with parents, before children start, in order to provide an environment that meets children's needs and helps them to feel safe and secure. Staff have high expectations of children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Children learn to appreciate and value each other's similarities and differences. They have access to a wide range of resources that depict different cultures, religions and ways of life. Children have plenty of opportunities to experience fresh air and physical exercise. They play daily in the pre-school garden and go on regular outings in the local community to places, such as museums and shops.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. Children learn good social skills. They develop skills in turn taking and sharing. Children are able to recognise numbers, quantities and they are starting to understand simple adding and subtracting concepts. Children develop good independence skills. They attend to their personal-care needs, help to tidy away toys and prepare for snack. They are well prepared for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	402123
<b>Local authority</b>	Essex
<b>Inspection number</b>	868958
<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>	24
<b>Number of children on roll</b>	28
<b>Name of provider</b>	All Saints Pre-school Committee
<b>Date of previous inspection</b>	1 February 2011
<b>Telephone number</b>	07786 375024

All Saints Pre-School was registered in 1997. The pre-school employs nine members of childcare staff who all hold appropriate early years qualifications at level 1 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am to 12.15pm on Monday, Tuesday and Thursday, and 12.15pm to 3.15pm on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who have special educational needs or disability.

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