

# All Saints Preschool

Rowanwood Gardens, GATESHEAD, Tyne and Wear, NE11 0DP



<b>Inspection date</b>	11 October 2016
Previous inspection date	12 October 2012

<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 communicate well with parents. Parents are aware of what their children are currently working on. They are encouraged to take home learning resources, such as books and story sacks, helping them to continue to support their children's learning at home.
- There are good partnerships in place with local schools and other agencies who work with children. This means that children's learning needs are monitored closely. Consequently, all children are confident when they leave the pre-school and are ready for starting school.
- Staff are well qualified and they have a good understanding of the different ways children learn. They gain valuable information from parents to help them get to know children well. Staff use this information effectively to identify each child's starting points and tailor experiences to meet their individual needs.
- Staff give high priority to children's safety and welfare. They carefully assess risks to ensure children play in a very safe, secure environment.
- The effective key-person system provides children with stability and helps them to form positive relationships, gain confidence and self-esteem. Staff are very warm and affectionate and make all children feel that they are valued and cared about.

### It is not yet outstanding because:

- Some adult-led experiences lack the meticulous level of planning to give all children the best chance to be fully involved and learn as much as possible.
- Staff do not always seek the views of parents to help evaluate the strengths and weaknesses of the setting in order to make further improvements.

## What the setting needs to do to improve further

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

- enhance the planning to ensure that all adult-led activities are tailored to enable all children to take part and learn as much as possible
- gain more information from parents in order to inform the self-evaluation of the pre-school more effectively.

### Inspection activities

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

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school manager leads a strong and dedicated staff team. Staff practice is monitored, with supervision and training provided to support them in their role. The arrangements for safeguarding are effective. All staff attend regular safeguarding training and have a sound knowledge of abuse and neglect. They clearly understand and follow local safeguarding procedures if they have concerns about a child. Thorough recruitment procedures are in place to check that staff are suitable to work with children. The pre-school leader keeps a close check on the progress of individual children, to good effect. Partnerships with parents are generally good. Parents are complimentary about the care that their children receive and how they are kept well informed about their children's progress.

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

Overall, staff accurately assess children's progress and focus their planning and teaching on their interests and what they need to learn next. Staff place a good focus on supporting children's speaking and listening skills. They model and repeat words. They use simple questions to develop children's vocabulary and understanding. Children excitedly use paint and a range of craft materials to create pictures and models. Staff question children well and their comments inspire children to develop their own ideas. For example, children discover they can use their fingers, conkers and fir cones to make swirling patterns. Children confidently talk about number, shape and colour in their play as they explore malleable dough. Staff teach children new skills, such as the use of technology. For instance, children took turns to complete simple computer games. Children love to take part in fun, song-based activities which promote their listening skills well, while also developing their coordination, control and movement.

### Personal development, behaviour and welfare are good

Children enjoy the time they spend at this welcoming pre-school, where staff know and understand their key children well. This helps to effectively foster their emotional well-being. Children's behaviour is good. This is because they are thoroughly stimulated and benefit from good quality teaching. Staff help children to develop strong relationships with one another. As a result, children make friends easily; they listen to each other and play well together. Staff effectively promote children's good health as they help them to see to their personal care and good hygiene. They provide good opportunities indoors and outdoors to help develop children's strength and agility.

### Outcomes for children are good

All children make good rates of progress across all areas of their learning and development. Gaps in learning, including for those children receiving funding, are closing. Children are motivated and interested learners who confidently explore the whole environment while following their own interests. They learn how to communicate and are effectively supported in building relationships with adults and children. Children are developing skills in handling small objects and pencil control. They are well prepared for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	311830
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1059540
<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 - 3
<b>Total number of places</b>	35
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	All Saints Playgroup Committee
<b>Registered person unique reference number</b>	RP907490
<b>Date of previous inspection</b>	12 October 2012
<b>Telephone number</b>	0191 4220445

All Saints Preschool has been registered since 1997. The pre-school employs six members of staff. Of these, one holds early years teacher status and five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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