

Inspection date	7 December 2016
Previous inspection date	14 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 have a good understanding of how children learn and develop. They provide a wide range of interesting activities and experiences, which support children's learning effectively. Children make good progress from their starting points.
- Children are happy, confident and settled. They take part in activities enthusiastically, explore their environment and share warm relationships with staff. Children are safe and emotionally secure.
- The manager evaluates the quality of the provision effectively. She identifies staff professional development needs accurately. For example, she observes staff teaching to improve their practice and ensure continued positive outcomes for children.
- Partnerships with parents are strong. For example, effective information sharing with parents means that they are able to support their children's learning at home.

It is not yet outstanding because:

- Occasionally, staff working with the two-year-olds do not make the most of opportunities to help children know what is expected of them to encourage their best behaviour.
- Sometimes, staff do not help children to learn how to pronounce words correctly to extend their speaking skills further.

What the setting needs to do to improve further

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

- ensure that staff working with the youngest children consistently make their expectations for the children's behaviour clear
- ensure that staff make the most of opportunities for children to fully develop their language skills.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector carried out a joint observation with the pre-school supervisor.
- The inspector held a meeting with the manager and the chairperson and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records and safeguarding procedures.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a clear understanding of their responsibility to keep children safe and they keep their knowledge up to date. They know who to contact if they are concerned about a child's welfare. They undertake thorough risk assessments so children use safe environments. Staff work very closely with other professionals and external agencies. For example, they share information well to ensure they support children's care and learning consistently. Staff use effective systems to monitor and track individuals and groups of children. They make accurate assessments and swiftly address any gaps in children's learning. Management supports staff effectively to develop their knowledge and skills to benefit children's learning. For example, training to support their interaction with children has helped staff develop children's non-verbal communication skills.

Quality of teaching, learning and assessment is good

Staff know children's interests and individual learning needs well, and they successfully plan activities that children enjoy. For example, children investigate flour and fake snow and find out how it all feels as they run the mixture through their hands. Staff help children learn about early mathematics effectively, such as when filling different sized bowls with this mixture. Staff encourage children's imaginative play well. For example, children enjoy using real produce in their pretend play to make soup. Staff provide good opportunities for the oldest children to learn about early literacy. Children gain good physical skills. For example, the oldest children excitedly explore different ways to move as they go over, under and through an elasticated band.

Personal development, behaviour and welfare are good

Children have good opportunities to enjoy outdoor experiences and benefit from daily fresh air. Staff teach them effectively about healthy lifestyles, such as through following good hygiene routines. For example, children learn about the importance of thorough hand washing. The oldest children respond well to the staff's high expectations for their behaviour. Staff meet children's physical care needs well. The youngest children, for example, form strong bonds with the staff who look after them.

Outcomes for children are good

Children learn valuable skills for their future learning and school. The oldest children cooperate and negotiate well as they play together, and they have strong social and communication skills. They take turns and share well. Children learn to listen attentively, for example, to stories. The oldest children enjoy sharing books with their friends. Children learn to be patient. For example, they wait for staff to call their name. Children learn to count.

Setting details

Unique reference number	EY463901
Local authority	Dorset
Inspection number	1063552
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	33
Number of children on roll	55
Name of registered person	Allsorts Playgroup Committee
Registered person unique reference number	RP519773
Date of previous inspection	14 November 2013
Telephone number	01305750444

Allsorts re-registered at the current site in 2013. It is located in Weymouth, Dorset. The setting is open from 8.30am to 3.30pm each weekday, during school terms only. A holiday club is available. Allsorts receives funding for the provision of free early education for children aged two, three and four years. There are 12 staff employed. Of these, three staff hold early years qualifications from level 4 to level 6 and six staff hold qualifications at level 3.

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