

All Saints Pre-School

Church Hall, Chapel Lane, Cove, Farnborough, Hampshire, GU14 9BL



Inspection date	26 September 2017
Previous inspection date	5 October 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Information sharing with other professionals working with the children, to support their welfare and promote their learning, is not consistently effective to ensure their individual needs are met to a high standard.
- Monitoring and assessment of staff's teaching are not consistently accurate. Not all staff consistently focus their teaching on every child's individual needs, abilities and interests. Children do not make consistently good progress in some areas of their learning.
- The quality and accuracy of observation and assessment do not fully inform planning to provide challenge or to guide the next steps in children's learning precisely enough. Staff do not guide parents effectively on how to support their children's learning at home.
- Committee members are not sufficiently involved in the self-evaluation process and do not effectively oversee the work of staff, including the manager, to bring about the necessary improvements.

It has the following strengths

- Staff have taken some positive steps to address the weaknesses from the last inspection. For example, they have re-assessed the play spaces and now provide an interesting range of resources that children generally enjoy.
- Staff support children's health effectively and help them to learn about good hygiene practices and the importance of exercise and healthy foods. They are caring, kind and calm in their approach.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ share information effectively with parents and carers and other professionals working with children, including social services, as appropriate, to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met 	28/11/2017
<ul style="list-style-type: none"> ■ improve systems to monitor practice so that weaknesses are identified and support is targeted to develop the quality of teaching and consistently challenge children in their learning, with particular regard to children's communication and language, confidence and self-care skills 	28/11/2017
<ul style="list-style-type: none"> ■ ensure that effective systems are in place to monitor the regularity and accuracy of children's developmental assessments, to ensure that children's next steps are swiftly identified and planned for and parents are well informed of how to support their child's learning at home. 	28/11/2017

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

- make sure that committee members have a better understanding of their legal responsibilities, to enable them to contribute more effectively to the management of staff and the improvement of the pre-school.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at samples of children's assessment folders and records and discussed these with staff.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection and held a meeting with the manager and a representative from the local authority.
- The inspector conducted a joint observation with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

Improvements since the last inspection are still in the early stages of development and some weaknesses in management remain. Ofsted is informed of all committee members and suitability checks are completed. However, the committee does not fully understand its role in overseeing how staff, including the manager, fulfil their roles. Staff receive training and feedback on their performance. However, this is not fully effective in ensuring consistently good teaching or that staff swiftly identify and address gaps in children's learning. Safeguarding is effective. Staff demonstrate a suitable understanding of how to deal with any concerns about children. They meet their responsibilities to work in partnership with other professionals, although information sharing is basic and does not give a full picture of the individual needs of the child. Parents report that their children are well looked after and enjoy pre-school, but they raise some concerns about how staff share ideas on how to support children's learning at home.

Quality of teaching, learning and assessment requires improvement

Despite some staff's qualifications and the further training they attend, the quality of some teaching is variable and still does not ensure that all children make consistently good progress. Children sometimes move away from activities and spend time on their own because staff support does not provide sufficient challenge. However, children do enjoy making their own choices and play happily alongside each other. For example, they paint colourful pictures or make potions in the garden. However, staff miss opportunities to challenge children while they are playing and do not focus sufficiently on helping them achieve their next steps in learning.

Personal development, behaviour and welfare require improvement

Staff do not consistently engage children effectively in purposeful, challenging play experiences that focus on what they need to learn next. However, staff create a generally warm and nurturing environment, where children settle quickly and are kept safe. Behaviour is generally good. Staff help children to share, take turns and tidy away the toys. However, staff do not effectively support some older children to develop friendships and build confidence in readiness for their move to school.

Outcomes for children require improvement

Children do not consistently make the best possible progress due to the weaknesses in teaching. Some older children do not show high levels of confidence and often play on their own. Not enough children make sufficient progress from their starting points, especially in their speaking, and for some in their self-care skills, such as toileting. However, children are developing some of the skills they need for school, such as counting and following simple group rules. Children are developing early writing skills. For example, they use a variety of tools and media to make marks and patterns.

Setting details

Unique reference number	109925
Local authority	Hampshire
Inspection number	1075522
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	31
Name of registered person	All Saints Preschool Committee
Registered person unique reference number	RP517907
Date of previous inspection	5 October 2016
Telephone number	07940 149747

All Saints Pre-School registered in 2000. It is a committee-run group located in Cove, Farnborough. The pre-school is open on Monday, Wednesday and Thursday from 9.30am until 2.30pm and on Tuesday and Friday from 9.30am until 12.30pm, term time only. The pre-school receives funding to provide free early education for children aged three and four years. There are nine staff and, of these, six hold early years qualifications to level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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