

All Saints Under Fives Pre-School



All Saints Primary School, Vicarage Road, Newmarket, Suffolk, CB8 8JE

Inspection date

22 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 form warm and positive relationships with staff and their peers. They learn to behave well, cooperate with others and share their games.
- Staff have effective partnership with parents, who are very complimentary about the pre-school. Parents are fully involved in their children's learning. They attend stay-and-play sessions and have regular meetings with their children's key person.
- The pre-school has a warm, inclusive atmosphere. Staff know the children well and have an impressive understanding of their individual faiths, cultures and languages.
- The experienced staff have good teaching skills and work well as a team. They carefully observe children to assess their aptitudes and plan for the next steps in their learning. Children enjoy the activities and make good progress from their starting points.
- Staff support children to make their transitions to school with confidence. They prepare them well for their next learning experience, for example, as children join in school activities and meet their new teachers.

It is not yet outstanding because:

- Occasionally, children who prefer to learn outdoors are not given a choice about their learning environment.
- The manager does not yet use information from assessments to monitor the progress of specific groups of children to help to identify and address any differences in their attainment.

What the setting needs to do to improve further

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

- enhance children's opportunities to make the most of their preferred learning environment
- use information from assessments to measure the progress made by specific groups of children, to help to identify and address any emerging gaps in attainment.

Inspection activities

- The inspector observed children during their activities indoors and out. She evaluated the quality of their interactions with staff.
- The inspector carried out a joint observation with the manager. They evaluated the quality of teaching and the impact this has on children's learning.
- The inspector spoke with two of the trustees and had a meeting with the manager. She checked evidence of staff qualifications and suitability, children's records, and sampled some policies and procedures.
- The inspector took account of the views of parents spoken to on the day and through written feedback.
- The pre-school's self-evaluation plan was looked at and discussed.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The trustees have thorough procedures for establishing the suitability of new staff. Checks are routinely carried out to make sure anyone working with children continues to be suitable to do so. Staff have regular safeguarding training. They know how to respond to any indicators that suggest a child is at risk of abuse or neglect. The manager supports the staff well. She provides regular opportunities for them to share good practice. Mandatory training is given a high priority. For example, all staff have renewed their first-aid certificates. This helps them to deal capably with accidents to children. Parents, children and staff have opportunities to contribute to the pre-school's self-improvement plan. This helps the manager to target areas for development, such as renewing resources in the garden to improve children's outdoor experiences.

Quality of teaching, learning and assessment is good

Qualified and experienced staff provide children with a broad range of interesting activities. They skilfully incorporate real-life experiences. For example, they encourage children to build structures with house bricks. Children use trowels to mix sand and water to build just like 'real bricklayers'. Staff use positional language, such as 'on top' or 'beside', to help develop children's mathematical knowledge. Staff adeptly engage children's interest during large-group activities. Children listen well to stories and get caught up in speculating about what happens next. They play imaginatively and make good use of plentiful role-play equipment, such as dressing-up clothes. Staff support children to develop their writing skills. They encourage children to mark their artwork and make notices and posters.

Personal development, behaviour and welfare are good

Children demonstrate lively, enthusiastic attitudes. They are brimming with confidence and clearly enjoy their time in pre-school. Staff help children to learn about the importance of healthy lifestyles. They encourage children to sample different fruits and vegetables. Children help to plant and care for plants in the kitchen garden. Staff work closely with parents when children first join the pre-school. This helps them to settle children in and meet their individual care and learning needs from the outset. Staff provide children with sensitive support if they are tired or unhappy. They offer affectionate cuddles and listen carefully to children's concerns.

Outcomes for children are good

Children make good progress in their learning, given their starting points. They develop their independence well. Older children manage their personal care successfully and understand the importance of good hygiene. Children help with practical tasks, such as tidying away their toys and pouring their drinks. They enthusiastically join in with familiar songs and rhymes, including some in languages other than English. Children confidently engage adults in conversations and display their good communication skills.

Setting details

Unique reference number	EY497517
Local authority	Suffolk
Inspection number	1052957
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	32
Number of children on roll	27
Name of registered person	All Saints Under Fives Preschool CIO
Registered person unique reference number	RP535121
Date of previous inspection	Not applicable
Telephone number	01638 561617

All Saints Under Fives Pre-School re-registered in 2016. The pre-school employs four members of childcare staff and an administrator. All childcare staff hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 11.30am, a lunch club operates from 11.30am until 12.30pm and the afternoon session is from 12.30pm until 3.30pm. The pre-school provides funded early education places for three- and four-year-old children.

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