

All Saints Pre-School

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



Inspection date	4 June 2019
Previous inspection date	25 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide children with an interesting blend of adult-led experiences and activities that children choose for themselves. Children are motivated to learn new things and develop the skills they need for future learning.
- Children show that they are extremely confident and happy at the pre-school. The excellent settling-in procedures ensure that every child starts at the pre-school in a positive way.
- Children's behaviour is exemplary and friendships flourish. The calm, patient and well-qualified staff are excellent role models. Children treat each other with kindness and share resources especially well. Staff ensure children's feelings and emotions are spoken about, and children begin to understand how they are feeling.
- Partnerships with parents are strong. Staff have developed successful ways of involving parents in their children's learning. This has strengthened children's development and provided a consistent approach to their well-being. Parents give very complimentary feedback about the pre-school. They give high praise for the staff and the way they sensitively support their children's development.
- Children receive an exceptionally healthy diet. They grow and harvest their own fruit and vegetables from the garden. In addition, they learn to identify fruits and vegetables and make healthy choices at snack times.
- Partnerships with other professionals, such as speech therapists, specialist support workers and teachers, are good. Children with special educational needs and/or disabilities (SEND) are extremely well supported.
- Although staff have regular supervision meetings, the management does not monitor staff practice sharply enough to help raise the quality of teaching to an even higher level.
- Staff do not always make the most of opportunities to encourage the younger children to think about their ideas and develop their expressive language skills.

What the setting needs to do to improve further

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

- strengthen practice further and monitor staff performance more precisely to help drive the quality of their teaching to the highest level
- enhance opportunities for the younger children to think through their ideas and develop their expressive language skills during routine activities.

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 carried out a joint observation with the nominated individual and viewed a sample of the children's development records.
- The inspector held discussions with the manager, nominated individual, committee members, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, and risk assessment and safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses and emails organised by the pre-school.

Inspector
Pat Champion

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff complete safeguarding training. They know the child protection referral procedure well and understand wider safeguarding issues. Recruitment procedures are robust. All necessary checks are completed to ensure that staff, volunteers and committee members are suitable for their roles. The manager reflects on the overall quality of the pre-school effectively. The analysis of assessment information for both individual children and different groups of children is used to create action plans to drive changes. Staff work closely with the other early years settings children attend to support continuity in learning and they encourage a smooth transition on to full-time education.

Quality of teaching, learning and assessment is good

Staff know the children well and make good use of information from parents to plan for their future learning. They carefully observe children's achievements and plan activities that offer challenge and are based on their interests and enthusiasms. For example, children create impressive pictures based on their interest in space and the planets. Staff are enthusiastic as they join in children's play. They skilfully encourage older children to think about how they can make small ducks move faster down a water pipe. Children become absorbed as they experiment, using a variety of different containers, and work out solutions for themselves. Children have good imaginations and enjoy the range of resources available to them. For instance, children enjoy dressing up in school uniform and developing narratives for their play as a teacher or a pupil starting school.

Personal development, behaviour and welfare are outstanding

Children show an excellent level of independence and confidence and develop resilience extremely well. They are eager to attempt things by themselves, including serving their food and pouring their own drinks at snack time. Children learn about kindness and respect and learn to help each other. For example, the older children invite the younger children to join them in their games. They enjoy wonderful first-hand experiences and outings, to expand their understanding of the natural world, people and communities. Tolerance and respect are embedded into everyday practice and carefully planned opportunities for democracy. For example, staff ask children for their opinions when they vote each morning on the storybooks they wish to be read that day.

Outcomes for children are good

All children are making good progress from their starting points, including those with SEND. They show good levels of concentration as they spend time on their chosen activities. Children develop a can-do attitude and develop an interest in numbers and counting. For example, they recognise and match numerals on small cars and solve problems as they count and sort small farm animals. Children take great pleasure in sharing books with their friends and they show an early interest in reading. They develop the key skills needed for the next steps in their education, including starting school.

Setting details

Unique reference number	402123
Local authority	Essex
Inspection number	10072908
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	30
Name of registered person	All Saints Pre-school Committee
Registered person unique reference number	RP520649
Date of previous inspection	25 April 2016
Telephone number	07786 375024

All Saints Pre-School registered in 1997 and is located in Chelmsford. The pre-school employs nine members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am to 12.15pm on Monday, Tuesday and Thursday, and from 12.15pm to 3.15pm on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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