

# Inspection of All Saints Preschool

Church Hall, Petersfield Road, WINCHESTER, Hampshire SO23 0JD

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Inspection date: 7 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The management team and staff provide a setting where each child is valued as a unique individual. Children eagerly arrive in the morning, separate from their parents or carers without hesitation, and engage in activities alongside their friends and staff.

Children show a keen interest in the natural world and eagerly hunt for bugs in their environment. They look under logs and leaves and discuss the insects they find. Staff use opportunities such as these to ask meaningful questions. As a result, children compare similarities and differences and learn new words. Staff use a variety of ways to promote children's communication and language development, including children who speak English as an additional language. For example, children sing familiar nursery rhymes and use picture cards to help communicate their needs. Staff use their knowledge of children's individual learning needs to plan exciting and purposeful learning experiences. However, at times during some activities, staff are not successful in adapting activities to follow children's interests and challenge children of mixed abilities.

Children develop their physical skills and enjoy playing outdoors. They learn to manage risks in their own play, such as balancing across small logs. Children confidently use tools for a purpose. This is demonstrated as they use mechanical diggers to transport sand and fill different-sized containers. Children use pretend drills to twist screws. They develop their manipulative skills, which is illustrated as they roll and cut dough.

Children behave well under the warm and nurturing supervision of staff. For instance, they play games, work together to complete puzzles and help to clear away toys ready for story time. Staff consistently praise children for their positive behaviour. This helps them to feel secure and try new activities with confidence.

### **What does the early years setting do well and what does it need to do better?**

- Staff have formed strong links with the local community. Children frequently enjoy outings to the local park and fields. They learn new skills, such as running and rolling down hills, and collect natural resources. At the pre-school children excitedly paint leaves they find on their walks and create patterns on paper. Children make independent decisions in their play. They sprinkle glitter onto their picture and are proud to show visitors their achievements.
- Staff use activities, such as daily routines, to help children adopt an understanding of healthy living. Children confidently explain to visitors that they need to reduce the spread of germs and wash their hands before eating.
- Parents comment that they are actively involved in all aspects of their child's

development. Staff make use of daily discussions, parents' meetings and stay-and-play sessions to help keep parents informed about their children's progress. In addition, staff provide parents with guidance and training on how to support their child's learning at home, such as how to build on children's speech and language development.

- The special educational needs and/or disabilities coordinator provides ongoing support to other staff members, parents and children. This helps to identify and secure interventions for children who require additional support. The management team uses additional funding effectively to help those children that receive funding to progress well. All children make good progress towards their early learning goals.
- The management team regularly evaluates the quality of the provision. Recent improvements mean children have greater access to more targeted toys, books and equipment outdoors.
- Staff attend a variety of purposeful training programmes and work closely as a team. This has a positive impact on outcomes for children. For example, recent training in mathematics has helped staff to improve how they plan and deliver this area of learning. However, procedures for individual staff monitoring and coaching are not yet embedded, to support all staff to raise the quality of their teaching and provision to the highest levels.
- The management team and staff work very well with the local school, to provide a smooth transition for children when the time comes. However, strategies to share information about children's learning with other early years settings that children also attend are not always successful, to help staff maximise children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team works closely with partner agencies to support children's welfare effectively. Staff have a good knowledge of a wide range of safeguarding issues and how to keep children safe. They know the signs and symptoms of potential abuse and have a secure understanding of the procedures to follow if they have concerns about a child's welfare. The management team implements thorough recruitment procedures to ensure the suitability of all staff. It ensures that risk assessments are robust and staff are deployed well to care for children effectively.

## **What does the setting need to do to improve?**

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

- strengthen the monitoring of staff practice, in particular to ensure staff successfully adapt activities to follow children's interests and offer consistent

differentiation and challenge for children of varying abilities

- enhance the partnership working with other early years settings children also attend, so that children benefit from continuity and staff can maximise children's learning at every opportunity.

## Setting details

<b>Unique reference number</b>	109970
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108402
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	All Saints Pre-School Playgroup (Winchester) Committee
<b>Registered person unique reference number</b>	RP906834
<b>Telephone number</b>	07871195724
<b>Date of previous inspection</b>	23 October 2014

## Information about this early years setting

All Saints Preschool registered in 2001. It operates from a church hall in the Highcliffe area of Winchester in Hampshire. The pre-school is open each weekday during school term times from 8.30am to 3.30pm. The pre-school receives funding to provide early education for children aged two, three and four years. There are currently five members of staff working with the children, four of whom hold recognised early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- The manager and the inspector undertook a learning walk around the premises, reviewed the resources, discussed risk management and spoke to staff.
- The inspector took into consideration the views of parents leaving children at pre-school on the inspection day.
- The manager and inspector observed and discussed the quality of a planned activity.
- The inspector observed staff and children at play and talked to them about their activities.
- The inspector reviewed a variety of documents, including qualifications, first-aid certificates, policies and records.
- The inspector discussed leadership and management with the manager and provider, and provided feedback regarding the inspection.

We carried out this inspection 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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