

# Inspection of All Saints Pre School

All Saints House, Chigwell IG7 4QD

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Inspection date: 7 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are settled and happy. They form good relationships with staff, who they invite to join in games. Children show great interest in the wide range of activities on offer. They demonstrate their growing understanding of the world when they successfully identify tools, such as a drill. Children confidently explain in detail what they are used for, and enthusiastically demonstrate using a hammer to hit the table. Children enjoy taking part in physical play opportunities outdoors. They learn about capacity as they drop small toys into a tube of water and watch in fascination as they rise. Showing great excitement at this discovery, the children search for more toys to put in the tube and persevere until water spills over the top. Children's curiosity and senses are promoted as they explore fresh vegetables in the play kitchen. Using wooden tools, they show good hand-to-eye coordination to cut them. Children smell the vegetables and name some of them. They tell friends that the carrot smells the same as the parsnip. Children are supported to learn about keeping themselves safe. For example, when they get up from the snack table with food, staff remind them about the importance of sitting down when eating.

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

- Children are well behaved. Staff give gentle reminders that help them understand the impact of their actions on others. Older children learn how to self-manage by using a timer. They settle disputes to ensure that everyone has a turn playing with a favourite toy. Children are polite and remember to say 'please' and 'thank you' to staff and each other at appropriate times.
- Children show their growing independence. They are encouraged to make choices about what they would like to eat at snack time and to clean up after themselves.
- The provider ensures that equality and diversity are promoted in the pre-school. Children's family backgrounds are valued as they find out about the similarities and differences between their cultures. Children enjoy learning how to say the same word in each other's home language, helping them to understand what makes them unique.
- The provider is sensitive to the needs of her staff. She takes an interest in their well-being and ensures that they have the opportunity to share their ideas, which are listened to and acted upon. Staff describe her as very understanding and supportive.
- Children develop special friendships. They are keen to sit next to their friends at snack time and regularly seek them out to play games. Staff support these friendships. For example, they help children to work out how they can ride a hobby horse together.
- Children's language development is supported well by staff. Older children are

engaged and very eager to contribute when staff ask them questions about a story they are reading. Children are encouraged to sing and take part in musical games. They are excited to show staff how well they can sing and copy the actions to familiar rhymes.

- Staff support children to learn about good hygiene procedures. They give reminders about handwashing at relevant times, such as before eating. Children know why this is important and are eager to explain that it is so that they do not 'get germs'. They talk about how they might 'be sick' otherwise.
- The provider does not use the supervision system to its full extent in order to precisely identify ways to raise the quality of staff's teaching even further.
- Not all staff are confident in assessing and planning children's specific next steps in learning to help them make the best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider has completed designated person training, which means that she can give safeguarding advice and support to her team. She is confident about what action she must take in the event of a child protection issue. All staff have undertaken relevant training. They know the signs of abuse and what to do if they have any concerns about a child in their care. Staff confidently talk about the whistle-blowing policy and how they would use this if they were worried about other staff members' behaviour.

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

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

- strengthen the supervision of staff to precisely identify their professional development needs and raise the quality of teaching to an outstanding level
- support staff to more precisely identify each child's next steps in learning to help them make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY546748
<b>Local authority</b>	Essex
<b>Inspection number</b>	10101446
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional 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>	48
<b>Name of registered person</b>	Ali, Amina Shazad
<b>Registered person unique reference number</b>	RP541471
<b>Telephone number</b>	07415096705
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

All Saints Pre School registered in 2017. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ann Cozzi

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the registered provider.
- The inspector held a meeting with the registered provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

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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