

Inspection of Allsorts

Weymouth Outdoor Education Centre, Knightsdale Road, WEYMOUTH, Dorset DT4 0HS

Inspection date: 7 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are confident and happy. They arrive with keen enthusiasm to take part in the range of activities and learning experiences on offer. They develop good levels of independence as they choose to play inside or out and particularly enjoy the opportunities for physical activities. Outside, children count as they hop and jump when they play hopscotch. They are eager to explore, whether they are chopping vegetables or playing in the mud kitchen.

Children's behaviour is good. They take it in turns to climb the steps and go down the slide. They listen to stories well and share books with one another as they turn the pages and look at the pictures. Children enjoy yoga, which instils a sense of calm. Children practise the poses, such as 'downward-facing dog', developing good posture and balance.

Communication has remained good between the parents and the staff throughout the COVID-19 (coronavirus) pandemic. This has supported families well and helped to maintain the good links already in place. Although parents do not currently come into the setting, staff greet each child individually at the gate and share information with the parents. This helps to ensure that parents feel fully involved.

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

- Children have good opportunities to role play. They use their imagination well as they pretend to cook with water, soil and leaves in the mud kitchen. They take on the role of a hairdresser as they use the resources to style each other's hair. Staff make the most of these spontaneous opportunities to engage children in conversation, encouraging them to think about and describe what they are doing. This helps children to develop good communication skills.
- Children behave well. Older children look out for and look after younger ones. For example, when children notice that others are having difficulty opening their water bottle, they ask them if they would like some help. Older children also show acts of kindness as they invite younger, less-confident children to join them in their play.
- Children develop a good understanding of mathematical concepts. They count in activities, write numerals, and begin to make simple calculations. They excitedly count the number of children present, confidently recognising and writing the number 22. Children call out excitedly that two and two make four when added together and that three twos make six, demonstrating excellent mathematical knowledge.
- Younger children enjoy action rhymes and singing. They pour water from one container to another, enjoying the sensory experience. They work well together when using a variety of tools to fix different vehicles. Staff ask thought-

provoking questions and listen to children's ideas, which gives them a sense of achievement.

- The manager provides strong leadership for the staff team. She has an incredible knowledge of every child that attends the setting. In her role as the special educational needs coordinator, she is extremely proactive in seeking early help for children when needed. The manager and staff have built highly effective partnerships with other professionals and external agencies to ensure that all children receive the help they require to make the best possible progress in relation to their individual starting points.
- Partnerships with parents are good. Parents are happy with the progress their children make and the provision. Parents compliment staff on supporting children in their speech and language and helping their children to become more confident.
- Staff take their lead from children's interests. However, at times, staff do not recognise when to engage and interact with children in order to fully promote or extend their learning consistently. As a result, sometimes, children play on their own for extended periods of time.
- The manager and staff regularly reflect on their practice and assess the quality of the provision. Staff have good training opportunities to develop their practice, and they feel well supported by the manager.
- Staff provide many learning opportunities for children during large-group times. Although all children listen and are well engaged, staff do not encourage the quieter or less-confident children to contribute. Consequently, the more-confident and outgoing children dominate the session.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and are clear about their role and responsibilities to safeguard children. The manager and staff keep their safeguarding training up to date. They know the signs that may indicate that a child may be at risk of harm and know how to report concerns. They have a good knowledge of wider safeguarding issues. There are thorough recruitment and vetting procedures in place and effective systems to ensure the ongoing suitability of staff, so only those suitable to do so work with children.

What does the setting need to do to improve?

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

- improve the organisation of large-group times so that all children can take part and contribute equally
- develop the consistency of staff's engagement and interaction with children to fully support and extend each child's learning.

Setting details

Unique reference number	EY463901
Local authority	Dorset
Inspection number	10198811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	61
Name of registered person	Allsorts Playgroup Committee
Registered person unique reference number	RP519773
Telephone number	01305778615
Date of previous inspection	7 December 2016

Information about this early years setting

Allsorts re-registered at the current site in 2013. It is located in Weymouth, Dorset. The setting is open from 8am to 4pm each weekday during school term time. A holiday club is available. Allsorts receives funding for the provision of free early education for children aged two, three and four years. There are six staff employed. Of these, three staff hold early years qualifications at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk and discussed how the curriculum is organised.
- The manager and the inspector completed a joint observation.
- The inspector spoke to parents and children to get their views about the setting.
- The inspector held discussions with staff and the manager at appropriate times throughout 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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