

# Inspection of Allsorts

John Wheeldon Primary School, Corporation Street, Stafford ST16 3LX

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Inspection date: 8 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children arrive at the pre-school and after-school club happy and settle quickly. They become securely attached to all staff, and relationships are positive. Children take great pride in their achievements. Staff have high expectations for children's behaviour. Children behave very well and promptly respond to staff instructions, for example when it is time to play with their friends or to tidy away the toys.

Staff provide children with enjoyable opportunities to make marks and develop the fine motor skills they need for early writing. For instance, pre-school children show great focus when creating shapes with dough and using small cutting and shaping tools. Children enjoy dressing up from a wide range of costumes. For example, children enjoy dressing up as superheroes. Staff show young children how to put on the dressing up outfits. This supports their developing self-care and independence skills. Children delight in looking at themselves in the mirror and attempt to draw what they see. Pre-school children have fun as they use pencils to draw their pictures, and proudly show them to their parents when they are collected.

Older children enjoy their time in the before-and after-school club and holiday club. They enjoy being with their friends and being able to choose what they would like to do. They share snacks with their friends and talk to each other about their day.

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

- The manager and staff provide a broad and challenging curriculum, helping children progress in their learning. However, occasionally, their intention of what they want children to learn is too wide. This means that sometimes staff do not focus activities sharply enough on specific knowledge that children need to learn.
- Staff create innovative small-world sensory activities and read stories, to give children new knowledge of different animals. Children work together and with staff to build enclosures for the zoo animals with wooden blocks. Staff encourage children to think what the animals sound like and use a range of descriptive words to explain what they look like.
- Children have opportunities to learn about the similarities and differences in people in our communities. They learn about what makes them unique. Children have fun, as they learn about different festivals and explore pictures and books to learn about others.
- Children have opportunities to explore a wide range of skills outside, and indoors in the school hall. They develop balance and spatial awareness through group games and exercises. For example, they delight in taking turns to be 'Mr wolf' as they excitedly play 'what's the time Mr wolf?'. Activities, such as games using a

parachute, provide opportunities for all the children to work together. Children excitedly wriggle under the parachute with their friends, as staff flap it up and down.

- Children develop their knowledge of numbers and counting regularly. Staff encourage younger children to count and use numbers in their play. Children learn about shapes, colours and numbers during small-group activities. Every morning children sit with their friends and learn about the days of the week and the date.
- Children access a curriculum that ensures they embed skills across all areas of learning. Staff are enthusiastic and encourage children to make choices and decisions about their play. However, occasionally during group activities, staff do not always ensure that they are suitably engaging and challenging for the individual children.
- Staff establish effective partnerships with other settings that children attend. They share precise information with school staff to fully support children's transition, if they attend the out-of-school club.
- Leaders and managers have a vision to improve outcomes for every child in breakfast club, after-school club and pre-school. They are skilled in adapting provision for the varied age groups. All children are motivated to learn and make good progress.
- Parents are very positive about the care and education that their children receive. They speak highly of the management and staff. Parents comment on the good progress their children made since attending the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to identify and respond to children at risk from harm or abuse. Staff are alert to any issues that may have an impact on children's overall well-being, including any potential for them to be exposed to extreme views or behaviours. There are clear and appropriate procedures in place to deal with concerns about staff's suitability. Staff are deployed effectively to ensure that children are well supervised at all times. Leaders have good arrangements in place when recruiting new staff. For instance, they complete vetting checks and references to ensure they are suitable for their role working with children.

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

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

- help staff to focus more precisely on clearer learning intentions for activities, to support what children need to learn next
- consider ways to better organise and enhance group activities so that all children can take an active part and are suitably engaged and challenged.

## Setting details

<b>Unique reference number</b>	EY449359
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10233841
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Jones, Debra
<b>Registered person unique reference number</b>	RP513206
<b>Telephone number</b>	07772 531 730
<b>Date of previous inspection</b>	24 October 2016

## Information about this early years setting

Allsorts Out of School Club and pre-school were registered in 2012. It is situated within John Wheeldon Primary School in Stafford and is one of two settings managed by a private provider. The club employs eight members of childcare staff. Of these, one holds early years professional status, and another holds an appropriate early year's qualification at level 6. A further four members of staff hold appropriate early years qualifications at level 3. The club opens Monday to Friday, all year round. Sessions are from 7am until 9am and 3.15pm until 6pm during term time, and from 7am until 6pm during school holidays.

## Information about this inspection

**Inspector**  
Beverley Devlin

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The manager and inspector conducted a joint observation and discussed the impact this had on children's learning.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at relevant documents, including paediatric first aid certificates, qualifications and suitability checks.

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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