

Inspection of Allsorts Pre-School

90a High Street, Wootton Bassett, Swindon, Wiltshire SN4 7AS

Inspection date: 16 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Warm and friendly staff welcome the children into this inviting pre-school. They greet the children with a smile and a hug. The children enter excited and ready to explore the wide range of activities on offer. They call the staff to invite them into their play. This shows that children feel safe and secure in the environment. In the toddler room, the staff offer the children lots of praise and reassurance. This means children form positive attachments to staff, which helps them to develop confidence and self-esteem.

The staff ensure children learn about each other's cultures and traditions. They talk about where people have come from and where their families live. This sparks conversations about different countries, cultures and celebrations. For example, children learn all about the country Japan. They explore some traditional Japanese items, such as a kimono, Japanese writing and sushi. The children share their thoughts and ideas about what the items could be and their purpose. They giggle as they practise bowing to each other and saying 'Konnichiwa'. Children also learn about their local community. They join in with the village carnival and take walks to key places, such as museums, libraries, children's centres and the local town hall. This means children gain a wider understanding of the world around them and learn to respect others' cultures and beliefs.

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

- The passionate staff have a clear understanding of what they want children to learn. They provide a curriculum that uses a blend of adult-led activities and child-led play. Staff engage with the children to enable them to achieve their next stages of learning. This means children make clear progress from their starting points.
- The staff know their children well. They track children's progress to highlight gaps in their learning. This enables them to identify children who need support quickly. The manager uses early years pupil premium and inclusion funding to provide children with extra sessions in the pre-school. This enables children to get the care and support they need, which helps them to make the best possible progress.
- Children show that they feel confident in communicating with others. Staff model new vocabulary and repeat words back to them correctly. They sing a range of nursery rhymes and read key stories to encourage children's language and literacy skills. Staff provide children with speech delay or who speak English as an additional language with activity boxes. They tailor the boxes to the child with a focus on building vocabulary and confidence in using words. This means children make good progress in their language development.
- Staff support children to talk about how they might feel and understand how

their actions affect others. However, at times, older boys become loud and their play becomes more physical. This means staff spend time managing the play and the conflicts that arise. This creates a loud environment and takes the attention of the staff, which affects the other children's learning and engagement.

- Partnerships with parents are strong. Parents feel welcome at the pre-school and value the wide range of support it provides, such as advice, food vouchers and free essentials to vulnerable families. They state that their children enjoy attending pre-school. Parents received detailed information on their children's learning and ideas for supporting their development at home.
- All children learn to do things for themselves. Older children hook up a sign to let staff know they are in the toilet. They put on their shoes and coats before lining up to go outside. Children choose what they want to eat from the snack station. They select their food and pour themselves a drink. Younger children learn good hygiene routines. They wash their hands and staff encourage them to wipe their noses. This prepares children for the next level of education and develops their independence skills.
- Children use a range of mathematical language and concepts. While exploring play dough, they count the pieces of dough and name shapes. Older children use some mathematical language, such as 'more', 'big' and 'small'. However, staff do not always extend this knowledge further by introducing concepts such as halves and quarters, and discussions about weight.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a clear understanding of their responsibility to safeguard the children in their care. They ensure that they gain information about the child and their home life. Staff keep adequate records of concerns, incidents and accidents. They know the process for reporting concerns about a child and allegations against staff to the relevant authorities. Staff can identify the different signs and symptoms of abuse. They attended regular training to keep their knowledge up to date. The manager follows safer recruitment procedures and ensures that staff receive an in-depth induction.

What does the setting need to do to improve?

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

- strengthen the planning to provide children with more challenging activities, particularly for older boys
- extend and reinforce children's understanding of mathematical concepts such as quarters, halves and weight.

Setting details

Unique reference number	EY245224
Local authority	Wiltshire
Inspection number	10263233
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	53
Name of registered person	Allsorts Pre-School Committee
Registered person unique reference number	RP520502
Telephone number	01793 849955
Date of previous inspection	25 April 2017

Information about this early years setting

Allsorts Pre-School registered in 2003 and is situated in Wootton Bassett, Wiltshire. It is managed by a voluntary committee of parents. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It opens on weekdays from 9am to 3pm, during term time only. The pre-school employs 10 members of staff, nine of whom work with the children. The manager and six staff hold a childcare qualifications at level 3, and one holds a childcare qualification at level 2.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the pre-school's first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, accident and incident records.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to and engaged with the inspector during 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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