

# Inspection of All Saints Children's Ventures Limited

All Saints Church, 93a Forefield Lane, Liverpool, Merseyside L23 9TQ

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Inspection date: 12 July 2023

<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 this setting happy and excited to learn. They independently hang up their belongings before eagerly joining their friends. Children have formed close bonds with staff and their peers. They demonstrate that they feel safe and secure here. Staff are positive role models. They teach children to share toys and resources from an early age. Children are kind and caring to their friends. For example, children work well as a team as they help each other to squeeze paint out of tubs into bags.

Staff plan stimulating activities that motivate children to learn. Younger children are enthralled as they make their own play dough. They take turns to put the ingredients into the bowl, squashing and squeezing the mixture. Older children are captivated as they solve problems to explore how to make secondary colours. They use coloured cellophane holders to test out their predictions. Children have opportunities to grow a range of fruit and vegetables in the garden. They observe the changes to their tomato and strawberry plants. Children pick fruit to eat from their apple and pear trees in the garden. They learn what plants need to grow and how to care for them.

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

- Staff create a broad and balanced curriculum. They know where children are up to in their development and plan appropriate next steps in their learning. All children make good levels of progress in their development.
- Partnerships with parents are excellent. Parents praise the setting for being extremely 'supportive and friendly'. They are grateful for the regular updates they receive about children's development. Staff share ideas for parents to carry out at home. For example, parents enjoy using the range of 'grab bags' to help them support children with toilet training at home. This helps to provide continuity in children's learning.
- Staff provide various opportunities to enhance children's growing independence. Younger children set up the table at snack time. Children serve their own food using tongs. They wash their own plates in the sink. Children gain a great sense of pride in the activities they can complete by themselves. This helps to raise their self-esteem.
- Overall, children's behaviour is good. Children offer each other caring gestures, such as giving their friends a hug and a wave before they go home. However, staff do not always provide children with clear instructions during whole-group activities. This sometimes results in children not listening because they do not understand what is expected of them.
- Children's physical development is promoted well. Younger children balance skilfully across obstacle courses. Older children practise their football skills as

they take turns to try and score goals in the garden. Children are able to run around outside. They ride around the outdoor area on bicycles and tricycles. This helps to build up children's large-muscle movements.

- The special educational needs coordinators work in partnership with parents and other professionals to help meet children's individual needs. They make referrals to outside agencies to gain further support for children with special educational needs and/or disabilities. Additional funding, such as early years pupil premium, is used effectively. Staff use the funding to support children's development. For example, a sensory den was set up to help children learn more about their feelings. This helps children learn how to express their emotions effectively.
- Children's communication and language skills are promoted well. Children are becoming confident communicators. Younger children are immersed in their learning as they sing counting rhymes. Older children join in with repeated and well-known phrases in books. Staff listen attentively to children as they share their news and opinions. This helps to promote children's communication skills.
- Regular supervisions are in place to support and develop staff's practice and teaching. Staff comment on how their well-being is prioritised. However, training opportunities are not specific to individual members of staff. This does not help staff to extend their individual teaching knowledge to support children's learning further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their safeguarding responsibilities. They are alert to any signs or symptoms that may indicate that children's safety is compromised. Staff are aware of how to respond should they have a concern about a child's welfare. Leaders ensure that staff have regular safeguarding training to keep their knowledge up to date. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Staff complete regular fire evacuation drills with children. They teach children about road safety, and they role play how to cross roads safely. Leaders ensure that children's allergies and dietary requirements are catered for.

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

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

- support staff to provide clear instructions to children, ensuring they understand what is expected of them during whole-group sessions
- strengthen staff supervisions and training opportunities to support staff to further improve their individual knowledge and practice.

## Setting details

<b>Unique reference number</b>	EY289826
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10301429
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	All Saints Children's Ventures Limited
<b>Registered person unique reference number</b>	RP902433
<b>Telephone number</b>	0151 924 5137
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

All Saints Children's Ventures Limited registered in 2004. The pre-school employs 14 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 3 or above. The pre-school opens term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Olivia Barnes

## Inspection activities

- This was the first routine inspection the pre-school 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 their evaluation of the setting.
- The manager took the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children were spoken to and some children told the inspector what they like to do when they are at the pre-school.
- Parents shared their views of the pre-school with the inspector.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed evidence of staff suitability checks and qualifications.

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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