

Inspection of Allsorts Pre School

Bollington St. John's C of E Aided Primary School, Grimshaw Lane, Bollington,
MACCLESFIELD, Cheshire SK10 5LY

Inspection date: 5 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Every moment of children's time at the pre-school is used purposefully. Staff unfailingly implement their clear intention to give children the skills, resources and motivation to follow their own ideas. This is demonstrated when they talk with children about Mothers' Day. Some children build on their existing knowledge of sending cards. They busily write and draw their own important messages. Staff and children explore the text and pictures in some shop-bought cards. Older children recognise the letters and sounds in the word 'mum'. All of the children gain knowledge that Mothers' Day is a time to express love and gratitude towards other people. This promotes children's positive relationships from an early age.

Partnerships between the team and children's families are highly effective. Photos posted on the pre-school's social media page are accompanied by insightful information about what the children were learning. This helps parents and carers to extend children's learning at home. The manager knows the messages that she wants to convey to parents and why. For example, she promotes the benefits of a 'rhyme a day' for children's speech and early literacy. Staff and parents work together to develop the varied and stimulating outdoor area. Their friendly, positive relationships set a good example for children.

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

- The pre-school curriculum is firmly underpinned by professional knowledge that the manager expertly applies and continuously adds to. Staff say that they feel inspired and supported by her. The team conveys an unmistakeable quest for excellence that has the progress and well-being of children at its heart. The impact of their work is evident in the deep involvement and excitement that children demonstrate in their play.
- The manager completed training about early maths and communicated key points to staff. Staff help children to discover maths everywhere. In role play, children estimate the time period for broken bones to heal. They use a numerical scale for gauging how loud their voices should be. They confidently measure out the ingredients for play dough. Children hear themselves praised as mathematicians. This promotes their eagerness to keep learning.
- The pre-school day evolves around children's self-motivated interests and exploration. This creates an atmosphere of happy energy. Staff are quick to spot moments when their skilful intervention will extend children's knowledge and skills. Children crossing the bridge on the climbing frame pretend to be the billy goats gruff. They accept a member of staff's offer to read the book with them. This consolidates children's understanding of the events in the story. They gain confidence as they perform the dramatic, familiar words of the characters.
- Staff's excellent knowledge of child development enables them to precisely

sequence children's learning. This is demonstrated when children need sticky tape to make models. Younger children receive patient, practical help to overcome their frustrated attempts to make the tape do what they want it to. Older children confidently demonstrate the advanced creative skills, including sewing, that they have acquired during their time at pre-school.

- Staff closely observe and sensitively interact with children. This helps them to identify and act on concerns about children's development. Children with special educational needs and/or disabilities have individual programmes that are subject to regular review. The special educational needs coordinator accurately measures the children's progress. She makes well-informed referrals for specialist advice and support. This means that children receive coordinated help that prepares them well for their future education.
- Children develop a sense of responsibility for their own actions. They know that they must think about safety as they carry tools up short ladders, to mend the shed roof. Staff help less confident children to become independent. For example, they give children who struggle to separate from adults, little tasks to do by themselves. This helps children to build the confidence and self-esteem that promotes their academic progress and positive social skills.
- Staff's trust in children to organise their own time in a resource-rich environment, promotes powerful learning. Children who find balancing difficult, seek out opportunities to practise. They find a wobble board that visibly challenges their ability to stay upright. They keep on trying to walk all the way to the end of a low beam. The children's whole-body engagement and self-motivation is impressive. They know what they want to achieve and show a purposeful determination to succeed.
- The busy buzz of play and talk in the pre-school promotes children's exceptional progress in learning to communicate. They develop a rich vocabulary. This has been a particular focus in the curriculum and staff training since the COVID-19 pandemic, when children were isolated from wider social contact. Children who speak English as an additional language make rapid progress in learning to speak English.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	304949
Local authority	Cheshire East
Inspection number	10317147
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	20
Number of children on roll	16
Name of registered person	Allsorts Pre-School Playgroup Bollington Committee
Registered person unique reference number	RP524310
Telephone number	07913 628115
Date of previous inspection	15 May 2018

Information about this early years setting

Allsorts Pre School registered in 1990. It is managed by a voluntary committee and operates within Bollington St John's CE Primary School. The pre-school employs four members of childcare staff. Of these, three hold qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 provider and has taken that into account in their evaluation of the setting.
- The inspector met with the pre-school manager and the chair of the parent committee during the inspection.
- The pre-school manager and the inspector completed a learning walk of the pre-school. They conducted a joint observation of practice.
- The inspector spoke with staff and children during the inspection.
- Parents spoke with the inspector and she took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector.

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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