

# Inspection of All Saints Pre-School

Church Hall, Chapel Lane, Cove, Farnborough, Hampshire GU14 9BL

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Inspection date: 19 June 2024

**Overall effectiveness** **Good**

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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 demonstrate that they feel happy as they rush into the welcoming pre-school. The experienced and committed manager and her staff provide an inclusive environment for all children and their families. Effective settling-in processes, including home visits, enable staff to build early attachments with children. This helps children to feel safe and secure.

All children, including those with special educational needs and/or disabilities (SEND), demonstrate a positive attitude to their learning and make good progress from their starting points. Regular assessments of children's learning enable leaders and staff to quickly identify when children would benefit from further support. They make timely referrals and work well with other professionals to provide targeted support. This helps children with SEND to rapidly close gaps in their learning.

Children benefit from plenty of opportunities for fresh air and exercise. Outdoor learning is an integral part of the everyday routines. Children delight in the time they spend outdoors and develop good physical skills. They show good skills in using apparatus, such as climbing the steps on slides and balancing on tyres, logs and crates.

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

- Staff interact well with children and promote their communication and language skills effectively. Throughout activities, they provide a dialogue, repeat familiar words and phrases and introduce new words. Children talk with confidence and have interesting conversations with staff, who listen with interest to what they say. For instance, children eagerly tell staff about the activities they participated in during the weekend.
- Staff actively encourage children to develop early literacy skills. Books are easily accessible, and a lending library encourages parents to read to children at home. During group story sessions, staff read with energy and enthusiasm. Children listen with interest and predict what might happen next.
- Children are engaged and motivated to learn. Staff use their interests to inform their activities. For example, children ask staff to cut out a circle shape so that these can be used to make 'the earth'. Children add green and blue tissue paper. They tell staff that this can be stapled to the wall when the glue has dried.
- Overall, the curriculum is designed to continually build on the skills that children need to be successful learners. However, at times, this is not delivered in a way that fully meets the needs of all children. For instance, children who prefer to learn outdoors do not consistently benefit from as broad and ambitious range of learning experiences as those who prefer to be inside.
- The manager and staff work well with parents. They keep them up to date about

their children's progress through reports and face-to-face discussions. Parents comment that the staff are dedicated to the children. They report that staff make sure that every child's needs are consistently considered and planned for, especially those with SEND.

- Children gain a good understanding of healthy lifestyles. Staff encourage them to follow good hygiene routines, such as regularly washing their hands and encouraging them to make healthy food choices. During snack time, children have discussions with staff about the fruits they are eating and comment how these are good for them.
- Overall, children behave well. Most children play harmoniously alongside their friends and are happy to share the resources. However, at times, staff are unsure about how to manage children's behaviour effectively. They do not always clearly explain to children why some rules and boundaries exist. For instance, when children throw sand, they do not explain that this is not safe. At other times, children scream and shout when playing indoors, which interrupts others who are concentrating.
- Leaders use supervision meetings and observations of staff to help identify strengths and weaknesses in their knowledge and skills. As a result, some staff are undergoing additional training to help them to gain a greater understanding of child development.
- Children successfully develop the skills they will need for their future. For instance, they complete tasks independently, ask for help when needed and show good conversational skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

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

- focus curriculum plans more precisely within the garden area, particularly for those children who prefer to learn outdoors
- support staff to develop a more consistent approach to managing children's behaviour and helping them understand why rules and boundaries exist.

## Setting details

<b>Unique reference number</b>	109925
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10350888
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	35
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	All Saints Preschool Committee
<b>Registered person unique reference number</b>	RP517907
<b>Telephone number</b>	07940 149747
<b>Date of previous inspection</b>	10 September 2018

## Information about this early years setting

All Saints Pre-School registered in 2000. It is a committee-run group located in Cove, Farnborough. The pre-school employs seven members of childcare staff. Of whom, three hold early years qualifications to level 3. The pre-school opens during term-time only, from 9.30am to 2.30pm, Monday to Wednesday, and from 9.30am to 12.30pm, Thursday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ingrid Howell

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- The inspector took account of the views of parents through the face-to-face feedback that was provided.

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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