

All Saints Pre School

Inspection report for early years provision

Unique reference number EY398358
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Inspector Shirley Amanda Wilkes

Setting address Dothill Cp School, Severn Drive, Wellington, TELFORD,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

All Saints Pre School opened in 1969 and re-opened on its present site in 2009. It operates from a room within Dothill Primary School in Wellington, Telford. A ramp to the setting means that it is readily accessible to wheelchair users. All children share access to an enclosed outdoor play area.

The Pre School is registered to care for a maximum of 32 children at any one time in the early years age range who are aged over two years. There are currently 45 children attending in this age group. Sessions are from 9.00am to 12.00pm and 12.30pm to 3.00pm. Children attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of staff, of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where they are valued as individuals. They develop a strong sense of belonging to a community and overall make good progress in their learning and development. Policies and procedures necessary to meet legal requirements and keep children safe and healthy are implemented effectively. However, not all information is recorded regarding who has legal contact with the child, and who has parental responsibility for the child. Staff work closely with parents and have started to develop links with some providers to ensure that there is continuity in children's care and development. They have a positive attitude towards the continued improvement of the provision and through their monitoring and evaluations have identified areas for further development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 28/03/2010

To further improve the early years provision the registered person should:

- develop effective communication methods between settings to ensure that

children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Staff fully understand child protection matters and their knowledge and understanding of safeguarding policies and procedures ensures that children are fully safeguarded. Systems to monitor the suitability of staff, students and volunteers are robust as all adults are checked including detailed files that demonstrate their ability to carry out their roles. The premises are warm, welcoming and utilised to their full potential. Regular risk assessments identify any potential hazards and record the steps taken to minimise these. Children learn how to keep themselves safe as they move around the setting because staff talk to them about good practices, such as not running inside the setting. Resources are deployed very effectively so children can choose from the activities set out and from a range of resources that are easily accessible. Equality and diversity is promoted well within the setting to help children to develop an awareness of the society they live in. A wide variety of resources and activities meet the needs of all children and enables them to learn and develop respect for themselves and each other. Children celebrate festivals that are meaningful to them and find out about the traditions of others. This helps them become accepting of diversity. The setting is able to support children with special educational needs and/or disabilities and also children who speak English as an additional language.

There is continuity in the children's care and learning and their individual requirements are met because the staff work effectively with parents and childminders who work with the children. However, links have yet to be forged with other day care settings children may attend. The parents and staff maintain a good two-way flow of information through informal discussions and through the use of daily diaries for the younger children. However, not all information is recorded regarding who has legal contact with the child, and who has parental responsibility for the child. Twice yearly open nights provide a time when parents can discuss their child's progress and future learning in more detail with their key person. Parents are welcomed into the setting and their views are valued and acted upon. They are informed of planned activities and events through regular newsletters and notice boards.

The management team is beginning to use self-evaluation to identify areas for improvement, for example, gaining funding for improvement of the outdoor play area. The setting has very good systems in place for monitoring and evaluating their practice. This includes actively seeking the views of parents and children, for example, parents are encouraged to comment on the strengths and weaknesses of the nursery and children's views are taken into account regarding their likes and dislikes.

The quality and standards of the early years provision and outcomes for children

The children enjoy their time at pre school and gain many skills that help them in their future lives. They are comfortable with the staff and readily go to them for assistance. Most are confident and speak readily to others, talking about themselves and asking questions. All children are fully included within the setting. Staff ensure children are able to access a suitable range of activities and achieve this through most of the equipment being easily accessible for the children. Space within the setting is organised well with children able to move freely between activities. The staff observe children's starting points and activities and these observations are used to plan for all children's progression across all areas of their learning.

They use their imaginations well in pretend play activities. For example, when playing in the home corner preparing meals and caring for their babies. Many children show good concentration and persistence during self-chosen and adult-led activities. They overcome difficulties as they play manipulating construction pieces until they fit together. The staff make very good use of number rhymes and other opportunities to help them learn to count and solve simple number problems. Children take part in many activities that will help them learn to read and write successfully. They enjoy painting and drawing and take part in activities so they gain good hand-eye coordination. Staff value their achievements and encourage them to mark make or write their own names when completing their works of art. Younger children are encouraged recognise their name during self-registration.

Children's technology skills are generally promoted, as they enjoy using the computer with suitable programmes. Children have opportunities to learn about themselves and others through planned activities and the range of resources available to them which reflect diversity. Children learn about their local community and take delight in welcoming visitors, such as the policeman, the soldier and the nurse who come to talk to the children.

Adults engage with the children, talking to them as they play and giving them the independence to explore their space while under an ever watchful eye. Older children's independence is encouraged at toileting and dressing for outdoor play. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They are helped by supportive and caring practitioners to feel secure and safe in their environment. Staff observe the children as they play to see what they can achieve and they update records of their development. Generally, they have a good understanding of their abilities and achievements. This allows them to identify the next step in their development and to adapt activities well to their individual requirements.

The children begin to find out how to keep safe and healthy. They learn good hand-hygiene routines and know this is important to stop them becoming ill. They play outside daily where they gain new skills, for example, learning how to throw and catch balls. The children generally behave very well and play cooperatively together, sharing fairly. Staff remind them of their expectations at the beginning of

the session or if they start to show any unwanted behaviour. The children are encouraged to become independent and are given small responsibilities. They serve themselves from a variety of healthy foods at snack time and the helper of the day counts the children and hands out their plates.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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