

All Saints Pre School

Dothill Cp School, Severn Drive, Wellington, TELFORD, Shropshire, TF1 3JB

Inspection date	31/03/2014
Previous inspection date	25/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and enjoy attending this friendly setting as they are secure in the presence of the staff who build positive, supportive relationships with them.
- Children participate in a wide range of interesting and challenging experiences that meet the needs of all children and prepare them well for the next stage in learning, both within the setting and when they move on to school.
- Staff have a good knowledge of child protection and what to do if they have a concern about a child in their care. These robust safeguarding arrangements keep children safe.
- Strong leadership provides a continuing drive for improvement, which successfully provides high standards of care and learning for all children.

It is not yet outstanding because

- There is room to enhance opportunities for parents to become more involved in their child's learning so that children make the best possible progress.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main pre-school rooms and the outside learning environment.
- The inspector held a meeting with the manager of the pre-school and carried out a joint observation with her.
- The inspector held discussions with a variety of children, staff and parents.
- The inspector sampled paperwork, including policies and procedures, self-evaluation documents, planning, children's records and parents' questionnaires.

Inspector

Julie Preston

Full report

Information about the setting

All Saints Pre School re-opened on its present site in 2009. The pre-school is on the Early Years Register. It is situated in rooms within Dotshill Primary School in Telford, Shropshire and is overseen by a management committee. The pre-school serves the local area and is accessible to all children. It operates from two main playrooms and there is an enclosed area for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications, one at level 4 and three at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12 noon and 12.30pm until 3pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school is effective in meeting children's learning and developmental needs. The key person system is embedded and relationships with children are sensitive, fully supportive and staff's rapport with young children is a particular strength. A good balance of adult-led and child-initiated activities effectively support children's learning and development. Staff have high expectations for all areas of children's learning and development. They use language well themselves to extend children's vocabularies. For example, they create a stimulating play environment, making good use of both indoor and outdoor play areas to offer a variety of learning opportunities. They interact with children during their play to help them explore and investigate. In this way, they promote learning through play and enhance children's individual learning experiences. For example, they are currently looking at mini beasts and while in the outdoor area staff find a snail and children enjoy the experience of watching it and holding discussions with the member of staff. Teaching is strong because staff encourage children to determine and develop their own play ideas. This means children are interested in what they do and concentrate because they enjoy their activities. They enjoy imaginative play, for example, taking care of their babies within the home corner and pouring cups of tea for their friends.

When children first start, the staff team establish what children can do through 'All about me' books that parents fill out. In addition they observe children's play and assess what they need to learn next. Regular assessments feed planning that results in suitable and challenging experiences for all children. All children have a 'learning journey' record full of pictures and details of staff observations that are shared with parents. Any gaps in children's learning are quickly identified and appropriate support plans implemented. Children with special educational needs and/or disabilities are well supported with staff following individual learning plans. Staff engage children in carefully planned activities and effective, targeted strategies which develop their communication and language skills. Staff establish good partnerships with parents and other agencies involved with children. Parents are kept well informed of their child's learning and development. As well as daily discussions, their key person invites them to come in at a mutually convenient time to discuss their child's progress and share termly updates covering the seven areas of learning. Staff share what children need to learn next with parents so learning can be extended and built upon at home. However, there is scope to enhance opportunities for parents to share in their child's learning so that children make the best possible progress.

Children enjoy many opportunities to express their own ideas creatively. Staff provide a selection of creative materials and tools so that children can explore independently but can also benefit from help and advice. For example, children have fun creating their own junk models using glue, boxes and a variety of different media to decorate their creations. Staff help them to develop their fine motor skills and increase their awareness of colour and size. Children are able to practise mark-making using writing tools in different situations. In particular, they show much interest in drawing pictures on the floor in the outdoor play area. In this way, they are encouraged to develop the manipulative skills needed for early writing and to become aware of drawing and writing as a means of communication. Children demonstrate that they begin to understand that marks have meaning when they find their name cards to register themselves on arrival. They show increasing control of their bodies as they experiment with different ways of moving, such as when playing outside, when participating in yoga sessions and while completing the busy bodies programme. Staff support the children's physical development skills successfully. For example, they enable children to frequently develop balancing skills outdoors with the use of stilts. This provides appropriate challenge for children and allows them to manage their own risks in a safe and controlled manner. Staff help children acquire the necessary skills for their eventual move to school. They use a nationally recognised system to teach children how to connect letters with sounds. Staff model spoken English very well which encourages the correct pronunciation of words. This helps all children's speech development including those who learn English as an additional language. All children particularly enjoy independently accessing books in the book corner and listening to stories read by staff. For example, children in one key person's group particularly enjoyed sharing a story about a caterpillar. Overall, children are gaining the key skills needed to support their future learning.

The contribution of the early years provision to the well-being of children

Children enter the pre-school with ease. Those new to the setting receive good support and reassurance by staff to enable them to happily go and play. This is because key staff work with parents to find out children's particular interests and needs prior to them starting to ease transition. Children have secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Staff provide a calm and welcoming environment that enables children to choose freely and make their own decisions about their play. Staff are well deployed to guide children to develop friendships and gain confidence within the group. They are positive role models who are gentle and considerate; they get down to children's level to ensure good eye contact and pleasant interactions. Staff have a good understanding of their key children and can explain each child's preferences to other staff to promote children's well-being. Parents state they know and have opportunities to speak frequently with their child's key person. This helps promote positive relationships to help children develop a strong sense of belonging.

Staff encourage children to adopt healthy lifestyles and to keep fit. Children learn about healthy eating from an early age through discussion, participation in activities and daily routines. The pre-school promotes healthy eating and shares this with parents. As a result, children receive healthy snacks at snack time and parents are encouraged to provide children with a healthy packed lunch. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Children have opportunities to play outside every day to provide them with regular opportunities for fresh air and exercise. They have many opportunities to practise their physical skills, as they ride scooters with ease, run around and play with the balls. All children behave well and develop a clear understanding of right and wrong from an early age because staff set clear rules and boundaries.

Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency and learn about road safety. They understand how to keep safe in doors as staff reinforce safe practices, such as not running in the playroom and using equipment safely. Staff are aware of the need to promote children's independence, especially in relation to the older children who will be going to school. Therefore, they encourage the children to manage toileting, hand washing and provide them with particular roles and responsibilities within the setting, such as the helper of the day. The pre-school liaises with local schools to promote smooth transitions for children going to primary school, sharing information and encouraging teachers to visit children within the setting to break down barriers and make children feel more comfortable about the move to school. Children also regularly visit the reception class in this school to share story sessions and play outdoors with the reception children in their outdoor play area. As well as developing their skills, this introduces them to the school environment and the reception staff that prepares them well for their move into the reception class for children moving on to this school.

The effectiveness of the leadership and management of the early years provision

Children's safety and welfare are a priority in the pre-school. The management and staff implement the safeguarding and welfare requirements of the Early Years Foundation

Stage effectively. The setting has appropriate policies and procedures in place to facilitate this. Staff implement effective systems that help ensure children's safety and well-being at all times. Children are very well supervised, all entrances to the premises are well secured and most staff hold a current paediatric first aid certificate. Staff are very knowledgeable about child protection issues and the majority have attended training on safeguarding children. They are fully aware of how to follow the pre-school procedures of what to do if they have concerns about any of the staff or children in their care. Thorough recruitment and induction processes help to ensure all staff are suitable to work with children. Daily safety checks and robust risk assessments of all areas of the pre-school identify potential hazards to minimise risks to children. The management and staff review this regularly, adding activities, such as outings as necessary to ensure children's safety. The pre-school also has strong links with the school and other professionals in order to support children with special educational needs and/or disabilities if the need arises and children who speak English as an additional language. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

All staff have a solid understanding of child development and how to meet children's individual needs including those with additional needs. The manager is responsible for the monitoring of the educational programme. She monitors effectively by observing staff's teaching and checking children's learning records. She supports staff to use observational assessment in a consistent manner across all key groups. The manager also makes sure that staff plan relevant learning experiences for children according to their individual needs. The manager keeps a check on children's progress using their overview of developmental assessments. She is implementing a tracking system to help her monitor more closely children's progress overall as well as the range of learning experiences being offered. Appraisal and supervision ensures that standards are kept up and ongoing training and staff are encouraged to attend extra training to help advance their professional development and to continually improve the learning outcomes for children.

The manager and her staff work very effectively as a team. They share expertise and take on different roles within the pre-school. Everyone involved in the pre-school, staff, parents and children, all contribute their views to help evaluate what they provide and identify areas for improvement. Staff ask parents to complete questionnaires to gauge their satisfaction with the provision. Staff practice is observed informally on a daily basis by the manager and more formally during staff appraisals conducted by the nominated person. Staff are committed to working together with parents, to promote continuity of care and learning for the children. For example, staff share information through regular newsletters, discussions with key staff, progress reports, meetings and sharing of children's assessment reports. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. For example, they take information about children's next steps that they can work towards at home with their parents. As a result, parents know what their child is doing at pre-school and how they are progressing. Parents are very pleased with the provision and their children's progress. Many parents state that they are happy with the care their children are receiving, finding them a very approachable staff team and feel attending the pre-school will help bridge the gap for them as they move on to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY398358
Local authority	Telford & Wrekin
Inspection number	874061
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	43
Name of provider	All Saints Pre-School Committee
Date of previous inspection	25/03/2010
Telephone number	01992 641229

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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