

All Saints Pre-School - Axminster

All Saints School, All Saints, Axminster, EX13 7LX

Inspection date

Previous inspection date

26/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have established a calm and supportive environment which supports children's confidence and independence well.
- Staff focus on children's needs, meaning they have a lot of individual attention and support.
- Children experience a broad range of well-planned and relevant activities in attractive areas that encourage them to explore.
- The arrangements for supporting children as they move on to school are very good, so children are familiar with their new situation before the change happens.
- Parents receive detailed information about their children's progress and activities. They are encouraged to participate in the pre-school activities.

It is not yet outstanding because

- Not all large group activities successfully support the younger children's learning needs.
- Some additional languages spoken by children in the setting are not promoted as well as they could be, because staff are not successful in fully engaging all parents in this process.

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 teaching and learning indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector examined a range of relevant documents.
- The inspector spoke to parents at the pre-school.
- The inspector spoke to staff, the chair of the committee, the manager and the head of the adjacent school.

Inspector

Sue Ranson

Full report

Information about the setting

All Saints pre-school originally registered in 2003 and re-registered in 2014 at new premises, on the campus of All Saints School, in Axminster, Devon. It is located in a demountable classroom building on the school grounds. It is a committee run pre-school. The pre-school has access to a main playroom and toilet facilities. There is a separate kitchen for staff use. There are two enclosed areas for outside play, a playground and a small grass and wooded area. The pre-school is open Tuesday, Wednesday and Friday from 9am to 1pm. On Monday and Thursday, they open from 9am to 3pm, term time only. The pre-school runs a toddler group on Friday afternoons from 1.15pm to 3pm. The pre-school is registered on the Early Years Register. The pre-school receives funding for the provision of free early education for children aged two, three and four-years. It supports children learning English as an additional language. There are 28 children in the early years age group on roll. The pre-school employs four members of staff, all of whom hold early years qualifications.

What the setting needs to do to improve further

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

- improve the organisation of some large group activities so that they meet the learning and developmental needs of the younger children attending.
- improve systems to provide more information and support for parents of children who speak additional languages, to work successfully together to acknowledge children's home language in the pre-school and the role they can play to support this.

Inspection judgements

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

Teaching in the pre-school is good because skilled and experienced staff plan appropriately challenging activities across the seven areas of learning and respond to the children in sensitive and supportive ways. The children experience a wide range of relevant activities and make good progress. Staff use their knowledge of children's abilities to plan an interesting educational programme. They identify starting points when children first enter the pre-school and make regular checks on any progress, which they use to identify the next steps for learning. Themes, such as pirates, help to build on children's interests and engage them. Planned activities are flexible, and where children's explorations take them in different directions, staff respond to this and skilfully adapt to the child's interests. This supports children in developing confidence and independence, as

well as an interest in learning. For example, younger children decide to use the tea bags (provided by the staff to 'age' children's treasure maps) by breaking them up and sprinkling the leaves on the pictures they draw. Staff support this and provide more tea bags, asking open and interesting questions about what is being made. This encourages children to use their communication and language skills to eagerly share with confidence their thoughts and ideas. Staff generally make good use of small group times and adult led activities to promote children's learning. Story times are engaging and managed well. However, some large group activities, such as sound box time, are not as well prepared to monitor the length of time and the resources they use to ensure they meet the intended outcomes. This means they are a little too long for the younger children, who lose focus and interest. Children wait patiently as part of a group and take their turn, for example, when waiting to pour their drinks at snack time. Staff make good use of everyday situations to promote awareness of words, sounds and numbers. They use name labels at snack times and support children to number parking spaces for the wheeled toys during outdoor play. Displays show that some children are beginning to develop their writing skills and that these attempts are valued and displayed by the staff. Staff follow sensible routines, which help to prepare the children for school, such as regular group times. They support children to become independent in personal care well and have high expectations of children's independence and ability to make decisions for themselves. Parents and carers provide detailed information about their children on settling into the nursery. Staff use this as the starting point for the children's records and for the establishment of a supportive key person relationship. Overall, staff work with parents well to support children's learning needs, however, they do not work consistently with all parents to support those children who learn English as an additional language. Systems do not successfully engage all parents to understand the importance of valuing and using both languages in different environments to better support children's developing communication and language skills. Children enjoy books and stories as a group, they are all able to sit and listen for an appropriate time, and they are able to attend to instructions. During outdoor play, staff support children to develop their skills and enjoyment in balancing on bucket stilts, rolling hoops and ball games. Children enthusiastically engage in vigorous play as well as quieter activities. This helps to promote children's physical skills well as they gain control and coordination of their bodies. The pre-school is providing a good foundation for the next stage in the children's learning because the educational programme planned by staff is relevant, varied and interesting.

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

Staff provide good support for children's well-being. Children are happy and settled in the pre-school and staff respond warmly to parents when they arrive to collect their children. Relationships are supportive and children are clearly very comfortable with all familiar adults. The key person system is established and lists are displayed in the lobby to inform parents, but in this small setting, all of the staff are well known to the children and their families, and all the children are well-known to every member of staff. Staff have high expectations of the children's behaviour. The pre-school environment includes a good range of resources that staff set out so that the children can choose and access them. The children confidently move from space to space and interact with staff as they wish during

free play times, for example, children choose to move between the indoors and outside during some parts of the session. Staff encourage children to develop their physical skills during vigorous play with a range of equipment, such as bucket stilts, hoops, balls and wheeled toys. Children are also developing their skills with smaller items, such as chalks to build the finer muscles in their hands. Staff support children's developing self-care skills sensitively, for example, they expect children to wash their own hands but remind them to use soap. Children learn to be members of a group, to share and to wait their turn in a supportive and sensitive environment. Staff have high expectations of behaviour and independence. Behaviour in the pre-school is good, because staff provide children with a good level of attention, and are aware of the children's individual needs and any developing issues. For example, a member of staff distracts children who were disagreeing with each other by getting them to help her set out an activity. This means that the pre-school is a calm and positive place for children. This in turn helps maximise children's opportunities to learn from the interesting experiences and activities provided. Some children are being prepared to move onto school. They have visited the school, and the reception teacher has visited the pre-school. In addition, children undertake shared activities with the school, and this joint working means that children experience few difficulties in facing the changes because they are familiar with the school environment and people.

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

Leadership and management of the pre-school is good. They are a conscientious team and thoughtful about the work they do. Self-evaluation systems help them to identify a number of areas for development, for example, improving access to the rear wooded garden to extend children's outdoor play opportunities. Recent priorities have been to establish and develop the new premises, and this has taken up their attention, however, systems still allow them to develop teaching and learning in the pre-school, for example, feedback sessions with a local authority advisor. During their short time at the new building, they have made some sensible changes to the environment to improve children's experiences, such as re-arranging some of the room dividers to create a better flow to the environment. The manager is personally involved with the children every day. This means she is acting as a positive role model to colleagues as well as observing their work and feeding back her comments and suggestions. There is an appropriate timetable for individual staff supervisions and regular staff appraisals, which the manager and committee carry out together. The manager has recently started to include direct observations of practice in the supervision system in order to monitor and improve practice. This is a good addition to the process and helps to motivate and monitor staff effectiveness. All staff are aware of their responsibility to protect children and keep them safe. Staff are familiar with the pre-school's policies. They have a thorough knowledge of the correct procedures to follow if they have any safeguarding concerns about children or colleagues. Management follow good recruitment and induction processes that help to safeguard children, which committee complete full reviews of, to ensure their continuing success. The manager works with other professionals to assess children's care and learning needs so they receive the appropriate support where needed. Parents talk to staff

when they collect their children and meet with them at regular parent evenings. Opportunities for parents to be aware of their children's activities and progress are good, and they are encouraged to join the group as a parent helper. Parents report they are very happy with the pre-school, the approachability of staff and their access to verbal and written information about their children's progress. Parents receive a weekly newsletter via email giving details of plans and important dates. Overall, the pre-school works well with parents and gives them good opportunities to be involved with their children's activities and to understand their progress. In addition to the work with parents, the pre-school has supportive links with other local early years providers. This enables them to share good practice and helps them to effectively support children who attend more than one setting.

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	EY474962
Local authority	Devon
Inspection number	951011
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	15
Number of children on roll	28
Name of provider	All Saints Pre-School - Axminster Committee
Date of previous inspection	not applicable
Telephone number	01297 32761

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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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