

# All Saints Pre School

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



<b>Inspection date</b>	25 April 2018
Previous inspection date	31 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are strong. Staff keep parents informed of their child's progress and develop good systems for sharing information to ensure children's individual needs are identified and met.
- Children settle quickly and form warm relationships with staff. Staff plan a broad range of inviting activities which engages children and provides opportunities for them to develop in all areas of learning. Children are supported by staff to make good progress in their development.
- The manager has a good overview of children's development and the effectiveness of staff practice at the pre-school. Staff work well together to assure children's safety and well-being.
- Children enjoy their time at the pre-school, indoors and outdoors, and develop friendships with their peers.
- Staff plan and organise the use of resources well. Children enjoy exploring their environment and surroundings, finding their favourite toys, chatting in the playhouse or investigating how their plants have grown in the garden area.

### It is not yet outstanding because:

- There are opportunities for staff to provide further challenge and extend older children's problem-solving skills.
- Occasionally, staff's explanations or interventions to extend children's good listening and understanding skills are not fully effective.

## What the setting needs to do to improve further

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

- provide further opportunities to challenge and extend older children's problem-solving skills
- review the effectiveness of staff's interventions and use of teaching skills to extend children's good understanding and listening skills.

### Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector spoke with parents and took account of their views as well as parents' views in written feedback.
- The inspector spoke with the manager and reviewed evidence of staff's suitability.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Jennifer Getty

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the setting's policies and procedures of how to keep children safe and well, and keep their knowledge up to date through training and staff meetings. The manager monitors children's progress as individuals and groups to identify and close any gaps in learning. Staff are supported to develop and extend their skills and knowledge through training, observations and supervisions with the manager. There are effective recruitment systems in place to ensure staff are suitable for their role. The manager works closely with the committee as they effectively use a range of ways to reflect on the quality of the pre-school and identify areas to develop it further.

### Quality of teaching, learning and assessment is good

Staff are knowledgeable about how children learn and provide a balance of child-initiated and adult-led activities which enable children to practise and develop their skills. Key persons know the children in their group well. They use accurate observations and assessments to plan for the next stages in children's learning and help them to make good progress from their starting points. Staff quickly recognise through observation and assessment, if children require additional support or advice from external agencies, and work closely with parents to put support in place. They use effective skills to help older children recall events and use the correct terminology. Children talk about work they have done on the life cycle of frogs and caterpillars, recalling words, such as 'frogspawn'.

### Personal development, behaviour and welfare are good

Children develop good levels of confidence as they negotiate new experiences. They enjoy sharing their ideas and achievements with staff who offer meaningful praise. Children are given choices about their play and begin to learn rules and boundaries within the pre-school to keep themselves safe. They learn to share as they work together to divide play dough, and develop independence as they are encouraged by staff to try things for themselves. Children develop an understanding about their community and people who help them, enjoying visits from nurses and police officers. They also readily tidy away and help look after their environment.

### Outcomes for children are good

Older children are developing skills ready for school. They develop their independence and enjoy making decisions about their time in pre-school. Older children develop their early writing skills as they begin to write their name, and refine their skills carefully cutting out frog shapes. They enjoy regular opportunities to mix with the Reception classes in the school and meet the teachers. Younger and new children settle quickly and are helped to know the routines. Children develop good physical skills. They carefully aim and throw balls through a hoop, or negotiate space as they carefully walk on stilts. They have opportunities to develop their ideas and be creative, enjoying painting, using their imagination in their own games, playing instruments and singing. Older children use number in play as they estimate how many stones are hidden in their bucket of sand.

## Setting details

<b>Unique reference number</b>	EY398358
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1102209
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	All Saints Pre-School Committee
<b>Registered person unique reference number</b>	RP522275
<b>Date of previous inspection</b>	31 March 2014
<b>Telephone number</b>	01952 386 870

All Saints Pre-School registered in 2009. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications, one at level 4 and three at level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until midday on Tuesday, 9am until 1pm on Friday, and 9am until 3pm on Monday, Wednesday and Thursday. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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