

# All Saints Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	309209
<b>Inspection date</b>	17 January 2008
<b>Inspector</b>	Christine Snowdon
<b>Setting Address</b>	All Saints Parish Centre, Valeway Avenue, Thornton-Cleveleys, Lancashire, FY5 3RN
<b>Telephone number</b>	01253 851 524 (am)
<b>E-mail</b>	
<b>Registered person</b>	Reverend Peter Nunn
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

All Saints Pre-School Playgroup is run by the Church Management Committee. It opened in 1998 and operates from All Saints Church Hall, in Anchorsholme, Cleveleys. A maximum of 24 children may attend at any one time. The Pre-School Playgroup is open each weekday, term time only, from 09.00 to 15.00 on Monday, Wednesday and Friday and from 09.00 to 12.30 on Tuesday and Thursday. Children have access to an enclosed outdoor play area within the church grounds.

There are currently 33 children aged from two to five years on roll. Of these, 23 receive funding for nursery education. Children attend from within the local community.

The Pre-School Playgroup employs six staff, five hold appropriate early years qualifications and one is working towards her National Vocational Qualification (NVQ) level 2. The group is a member of the Pre-school Learning Alliance and receives support from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The children are cared for in a warm and very clean environment where the majority of health and hygiene matters are managed effectively by staff. Children are taken to the facilities to wash their hands before lunch and after toileting. However, the practice of using a shared bowl of water to wash their hands before snack time does little to reduce the risk of cross-infection. There is a high proportion of staff with relevant first aid training and all accidents and medication procedures are followed effectively.

Children benefit from the varied range of healthy and nutritious snacks which ensure they are well nourished. They enjoy wholemeal toast, breadsticks, crumpets and a variety of fresh fruits. Children gain a good awareness about healthy eating and why foods are good for you through positive discussions with the staff. For example, they say that the seeds in the wholemeal bread make you strong and healthy. Children independently access fresh drinking water throughout the session. This ensures they do not become dehydrated. Children's individual dietary needs are met very well as there are effective systems in place to alert all staff to any allergies or food related issues.

Children are learning about the importance of a healthy lifestyle. They particularly benefit from the wonderful free-flow opportunities to play outdoors in almost all weathers. They thoroughly enjoy playing in the stimulating outdoor area which reflects all aspects of learning and development. Children have excellent opportunities to develop their physical skills where they jump, hop and splash in the puddles, pedal and steer wheeled toys and enjoy the wide range of bats, balls and physical related activities. Indoors they expertly use the new large scale equipment with increasing skill and control. All these activities effectively promote their physical health and well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very welcoming and safe environment, which helps them to feel secure and comfortable in their surroundings. The staff utilise the space exceptionally well to provide highly stimulating and exciting learning areas. There is a wonderful range of good quality resources and these are all set out prior to children's arrival, creating a very inviting and child-orientated environment. As a result, children independently select their own toys and equipment in a safe and suitable manner.

Children's safety is managed well by the vigilant and responsible staff. There are good levels of supervision as children use the centre's toilets, and the collection of children at the end of sessions is closely monitored. There are detailed risk assessments in place which cover most aspects relating to health and safety. Staff have discussed and monitored the recently purchased large scale apparatus and children's use has been closely supervised. Staff are aware that they need to include this in their written risk assessment.

Children are well protected from harm because staff have a good understanding of their roles and responsibilities to safeguard children. Staff are aware of what action they are required to take if they have any child protection concerns. Policies and procedures are in place and staff keep their knowledge up to date through attending training.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children flourish and thoroughly enjoy their time in the setting. They eagerly arrive in the morning, greet their friends and staff and go off excitedly to their chosen play. Children benefit because staff successfully plan and provide purposeful activities, play opportunities and an environment that encourages and supports children's spontaneity, imagination and learning through play. They thoroughly enjoy playing in the outdoor area. They select a pair of wellingtons and with staff support get dressed in their wet suits during inclement weather. They laugh, giggle and squeal with delight as they jump and splash in the large muddy puddles. Children are very happy and enjoy warm and trusting relationships with the staff and benefit from the very positive interaction and support they receive. Children benefit from the well-planned activities and these are often made more exciting and realistic through first hand experiences. For example, when the firemen bring the fire engine to the setting, children climb on board, try on the helmets and squirt the water hose as part of learning about people who help us.

### **Nursery Education**

The quality of teaching and learning is good. The staff's sound knowledge of the early learning goals and their commitment to creating a stimulating environment enables children to access the whole curriculum at their chosen play. The staff have a clear understanding of how to support the children's learning by using conversational questioning to help them think about their task and to extend their learning. Staff actively engage with the children and use their time purposefully working with the children and joining in their play. Similarly they recognise when children are concentrating on their own ideas and that interruption would be inappropriate. As a result, children concentrate for long periods and complete their chosen task. Staff plan and provide a well-balanced and interesting curriculum and carry out spontaneous and planned assessments on the children's learning and understanding. However, the lack of a base line assessment on entry to the funded education inhibits the planning for children's next steps in learning. Whilst staff evaluate the learning outcomes of the children and update their attainment records, they do not have a clear system in place to monitor the overall effectiveness of the nursery education.

The children are very confident and motivated learners, they eagerly take part in all the activities throughout their session. They know the daily routine and are happy to assist with tidying away resources. They make independent choices, such as which activities to take part in and when to have their snack. They wash their own hands after creative activities and sometimes pour their own water if they need a drink. However, there are limited opportunities for children to develop their independence at snack time as generally staff prepare and serve them.

Children have very good language skills and actively engage in conversation as they play. They enjoy talking about home events and act out their life experiences in their role play. Children recognise their names in print and use the name cards for registration and snack time. They enjoy making marks and understand that print carries meaning. For example, they tell the inspector that they are writing the names of the children on the clip board. They ask what the inspector's name is, then what letter it starts with. Older and more able children confidently write their own name on their artwork, using well formed letters and saying the phonic sounds as they do so. They are developing a good interest in books and listen intently at story time.

Children are developing a good understanding of number. They confidently order number as they count during singing and through general play. For example, they say they have cut out five shapes and that there are six letters in their name. When completing the weather board the staff ask 'what date is it?' and 'what numbers do we need?' The children respond by saying, 'a 1 and a 6 to make 16'. They know their basic shapes and confidently recognise triangles, squares, hearts and stars as they match the cut-out play dough shapes onto the corresponding cards.

The children benefit from the lovely activities which develop their knowledge and understanding of the world. They become aware of the wider community as visitors come into their setting, for example, the fire service and health visitor as part of their 'people who help us' topic. They then weigh the dolls and wrap them in bandages as they reinforce their understanding through the well resourced role play opportunities. They learn about nature and living things as they prepare the soil, plant spring bulbs and watch them grow.

Children get a great deal of pleasure from the good range of creative opportunities. They develop their imagination and free-expression as they independently select and use the recycled items to create their models. They enjoy using paint and experiment with mixing the colours, they excitedly tell the adult that they have made orange from mixing the red and yellow colours. The children love to use the musical instruments and enjoy playing them as they sing along to the well-known nursery rhymes. They pay careful attention to the staff and stop and start their instruments in response to her signal. They are developing good eye-hand coordination and fine motor skills as they hold and use scissors with increasing skill and control. They knead, shape and roll out the dough using a range of cutters and tools. They hold their pencils, paintbrushes and glue spreaders correctly to get their desired effect.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy a wide and varied range of experiences that promote their understanding of their local environment and the wider world. They go for walks around their local community and have visitors who promote their learning topic. They celebrate cultures and customs other than their own, such as Diwali, Chinese New year and Hanukah, and try out different foods at snack time which link into their topic.

All children are welcome, valued and respected by the staff. They have freedom of choice and very good opportunities to develop their confidence and self-esteem. A great deal of work and commitment from the staff team ensures that children with learning difficulties are effectively supported in this inclusive setting. Staff work very closely with the families and other professionals to plan an effective learning programme individual to each child, thereby maximising their full potential. Children's behaviour is very good due to the staff's consistent approach and effective use of praise and encouragement. They have strong and trusting relationships with the staff and are developing close friendships with their peers. As a result, they play well together, taking turns and sharing resources in a confident and caring manner. The children are very well mannered saying 'please' and 'thank you' appropriately, with only occasional reminders from staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good and relationships are very positive. The settling-in process and the key worker system work very well in practice. This means that children develop a comfortable three-way relationship with the staff and their parents. Staff spend time with

the parents to establish their child's likes and dislikes and activities they enjoy taking part in. Key workers have a good awareness of the children in their group and update their records regularly. Parents receive clear information about the group through the prospectus, newsletters and the noticeboard. However, the setting is currently updating their complaints policy and this, along with the other policies and procedures, is not openly accessible to parents. They recognise and value the good level of care and education their children receive. For example, at the inspection they comment on how well their children settle and the good progress they make.

## **Organisation**

The organisation is good.

The children are confident in the well-organised environment and the purposeful daily routine. They benefit from the large amount of space although the building presents some challenges to the staff. For example, they have to set out and tidy away all the resources on a daily basis. Similarly, whilst the toilets are not easily accessible to the children, they are always escorted and helped if necessary. The outdoor area is a lovely environment and time and effort is spent to provide children with free-flow access thereby maximising their enjoyment and play opportunities.

The leadership and management of the educational provision is good. Staff are very enthusiastic and motivated and work hard to provide good quality education for all children. There is clear leadership within the setting and staff work effectively together as a team. The turnover of staff is very low and all show commitment and enthusiasm to promoting an environment which is inclusive, stimulating and challenging. They work well with the local authority and welcome their advice and support. Documentation is well organised and staff are vigilant in their record keeping duties, all information about children is stored in a confidential manner. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group was asked to ensure children cannot access potential hazards outdoors and that confidentiality was maintained with regards to recording information and children's names at self-registration. They were also asked to review and develop their policies and procedures.

In response to the recommendations the group now has an in-depth written risk assessment which covers the outdoor area and as a result children play safely and freely. They have improved the system of self-registration and this is conducted within the main playroom. This practice, along with better recording systems, ensures confidentiality is respected. The setting has devised and implemented additional policies and procedures and continues to update them periodically to reflect any changes in regulations.

At the last nursery education inspection the setting was asked to make better provision for children to practise their skills in matching initial letter sounds to words. Staff do this through general play and discussion, often sounding out the letters with the children as they write.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the hand washing practice with regards to snack time
- ensure risk assessments are reviewed regularly and include safe use of new equipment
- further develop the complaints log in line with the National Standards and ensure parents have access to all the setting's policies and procedures.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to develop their independence at snack time
- develop a system to monitor the effectiveness of the nursery education and ensure systems are in place which identify children's baseline assessment to enable effective planning for children's individual next steps in learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)