

# Allsorts Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	133712
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Christine Field

<b>Setting address</b>	Brightwell C of E Primary School, Brightwell-cum-Sotwell, Wallingford, Oxfordshire, OX10 0QH
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<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Allsorts Pre-School has been operating for 34 years. It moved into purpose-designed premises in 2006. It is located in the grounds of Brightwell-cum-Sotwell Primary School, within a mile of the town of Wallingford, Oxfordshire. Children use a playroom and associated facilities, together with regular use of some of the adjacent school's premises and grounds. The pre-school has its own secure area for outdoor play, with varying surfaces. The pre-school is managed by a voluntary committee largely made up of parents whose children attend the pre-school. It serves the rural village of Brightwell-cum-Sotwell and surrounding area. The pre-school is registered for a maximum of 20 children. Currently, there are 30 on roll aged from two to under five years, of whom 20 receive funding for nursery education. Children attend for a variety of sessions. The pre-school opens for five days a week during school terms, from 9.00am to 11.45am. A lunch club operates from 11.45am until 12.55pm on each day of the week. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. The pre-school employs six staff of whom four have appropriate early years qualifications at level 3 or above. Regular support is received from the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff know the children well and work very successfully with parents to ensure their children's learning, development and welfare needs are well met. As a result, children feel very safe and secure and make good progress to reach their early learning goals. Good leadership and management together with the support of the strong staff team and a positive focus on continuous improvement, provide good capacity for the future success of the setting.

## What steps need to be taken to improve provision further?

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

- extend the opportunities for adult interactions and promoting purposeful talk when children are engaged in self-chosen activities
- continue with the plans to enhance the outdoor play area to enable extended opportunities for children's learning and development across the curriculum
- improve the assessment records so that they chart progress consistently and inform the children's next steps in learning in planned activities.

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

Good leadership and management of the pre-school results in good quality provision and good outcomes for the children. Staff morale is high and reflected in very good relationships at all levels that underpin the caring and inclusive ethos. Safeguarding arrangements are robust with a strong focus on staff vetting, training and child protection that result in a safe and secure environment. Risk assessments are carried out for all required activities and fully meet requirements.

Children and their families are warmly welcomed each morning by the staff who know them well. Tried and tested routines get the session off to a flying start with children quickly registered and engrossed in self-chosen activities. An effective key worker system means that children feel confident there is someone they can go to for support. Parents are reassured that their child will be well cared for, saying things such as, 'the pre-school is fantastic', 'every day is special' and 'my child has settled really well and loves it here'.

Information on children's achievements is regularly shared with parents through displays of work and photographs, blogs on the internet and the termly 'what I will be working on next' reports. These very much support the pre-school's partnership approach to education, and encourage parents to understand the next steps in their child's development. Planning of the pre-school's activities is built securely around children's interests and the staff's good knowledge of their needs. Children's achievements are observed regularly and logged in a development record term by term, together with photographs and samples of their work. Currently, there is inconsistent use being made of the records to chart the children's progress or to use the data to inform daily planning.

Excellent links with parents result in a very productive dialogue about what is working in the children's best interests and where improvement lies. For example, parents have raised some five thousand pounds towards the design and purchase of a new canopy soon to be erected over the small outdoor play area. During the manager's maternity leave, staff acting in management roles have continued to promote the same attention to quality and improvement. The manager, staff and chair of the committee know the setting very well, have made good progress in tackling the issues raised at the last inspection and have clear ambitions for its sustained improvement.

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

Children enjoy learning and achieve well because they are happy and well cared for and benefit from the positive 'have a go' ethos promoted by the staff. They confidently choose activities for themselves as well as enjoying those led by the staff. Every morning they experience free-play and show good independence as they select which activity to try first. Children show good dexterity as they use shape cutters on slices of bread which they then spread with jam to make

sandwiches. They recall clearly that jam starts with the letter 'J', the letter they are learning this week. They love stories and songs with actions, such as 'I am the music man' which they sing enthusiastically and accompany with a range of musical instruments. Children love story time and listen enthralled by the adventures of 'Mucky Duck' and other farmyard tales told by a male volunteer story time reader. They answer questions with confidence and a willingness that comes of the familiarity and enjoyment of the weekly session.

Children show good curiosity about the world around them and relish being outside playing with sand and water on the boarded play area or using play equipment and wheeled toys in the securely fenced large play area. Plans are well in hand for a canopy to be erected to cover the smaller outdoor space which includes a beautiful sensory garden. The large outdoor area is still relatively underdeveloped and does not offer children the same quality of experiences across all the areas of learning that they enjoy elsewhere in the setting. While children enjoy the home corner inside, sometimes too many choose this activity and not enough focus is given by adults to developing purposeful talk whilst at play.

Children feel safe in the pre-school because they have very good relationships with adults and turn to them for help, knowing that they will be listened to. They play safely outside taking care not to knock into others when using scooters and tractors. Children learn how important it is to eat healthily, thoroughly enjoying fresh fruit, such as apples and bananas which they cut up, and pass to one another on a plate as they sit together in social groups. They respond positively to instructions about personal hygiene, for example when washing hands before eating and after visiting the toilet. They are enabled to think about wider aspects of keeping healthy when visitors such as the nurse, fireman and dentist come to pre-school to share their experiences.

Children make a positive contribution because their social and personal skills are developing well. They have devised the rules themselves such as 'we tidy up nicely' and uphold them well. Monitors are responsible for putting out plates and cutting up the fruit and ensuring that snack time is a positive social experience. Children are confident and learn to share and cooperate willingly with one another. They sit happily together, chat to each other and the staff and willingly help to put things away. Children's good development in all areas, including their personal and social skills, means they are well prepared for the next stage in their education.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met