

# Allsorts Pre-School

Brightwell C of E Primary School, Brightwell-cum-Sotwell, Wallingford, Oxfordshire,  
OX10 0QH



<b>Inspection date</b>	20 May 2015
Previous inspection date	21 June 2010

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Strong working relationships with the school, and regular visits to use the school hall and playground, ensure children are confident and secure when they move up to school.
- Children's literacy development is well supported as they read stories and are surrounded by examples of print indoors and outdoors. Children learn letter sounds and pre-writing skills in small groups and this prepares them well to read and write.
- High value is placed on finding out about children's learning from home and fostering strong communication with parents. This helps children to have focused and supported learning between home and the pre-school.
- Children's safety is a priority for staff. Children are constantly reminded of how to keep themselves safe and there are strong safety practices in place to ensure children have a safe environment to play.
- The manager and the committee work closely together to be reflective of staff practice and pre-school procedures, and have accurately identified strengths and areas for development. This leads to their continued improvement of the provision.

### It is not yet outstanding because:

- At times, very able children are not offered high enough levels of challenge, in order to extend their learning and to develop higher-level skills.
- Overall behaviour is good, although children are very noisy at the start of snack time. Staff are not always consistent in how they address this to give children a clear message about what behaviour is expected when they first sit at the table.

## What the setting needs to do to improve further

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

- provide more opportunities for very able children to be challenged in their learning in order for them to make accelerated progress, in line with their capabilities
- develop a consistent approach to managing the level of noise from children at snack time, to provide children with a clear understanding of expectations and to enable them to communicate together without shouting.

### Inspection activities

- The inspector observed children during their play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and carers and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

### Inspector

Natasha Crellin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make rapid progress due to consistently good quality teaching. Children enjoy making use of the well-resourced and effectively planned play opportunities indoors and out. Children learn skills that enable them to learn to read and write, such as learning the sounds in words. They do this in small, focused groups, allowing them to concentrate well and to be successful at taking turns in games. Children enjoy these sessions and are active and motivated learners. However, at times very able children are not challenged enough. For example, during a memory game those children who quickly identified what was missing were not challenged further. Children have daily opportunities to be creative as they sing, paint, draw and make craft items, such as chicks in a basket. Children are very familiar with the school environment, which helps their move up to school go smoothly.

### **The contribution of the early years provision to the well-being of children is good**

Children develop their physical skills as they run around and play active games in the garden. They benefit from healthy snacks, such as raw vegetables and mixed fruit, which helps them develop an understanding of a healthy diet. Children are often noisy at the start of snack time and staff address this inconsistently. This means children get mixed messages about the expectations at this part of the day. Children's safety and security is a priority in the pre-school. Staff effectively use a good range of written documents, such as risk assessments, to keep the premises safe. These are well supported by effective day-to-day practices, such as children wearing high visibility jackets as they visit the school, and forest school area. All staff are regularly checked for their suitability to work with children and attend training to develop their knowledge of early years. Parents speak highly of the pre-school and feel their children have settled in quickly due to the experienced and friendly staff, who quickly learn the children's individual needs and interests.

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

The staff are a close team who create a friendly and welcoming environment. They have regular supervision, share their practice, are reflective of the pre-school strengths and identify areas for development. This allows them to focus on improvements and ensure that pre-school practice is constantly improving. For example, they are currently working closely with the committee to raise funds to develop the garden. The manager understands her responsibility to ensure children have access to a balanced range of learning opportunities. She carefully monitors the assessments of children's learning and this allows her to identify gaps in children's learning. The pre-school has good links with other professionals, such as speech therapists. This allows the staff to plan activities that meet the needs of all the children.

## Setting details

<b>Unique reference number</b>	133712
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	841006
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Allsorts Pre-School Committee
<b>Date of previous inspection</b>	21 June 2010
<b>Telephone number</b>	01491 826387

Allsorts Pre-School serves the village of Brightwell-cum-Sotwell, in Oxfordshire. The pre-school opens five days a week, term time only. On a Monday and Friday they open from 8.45am to 12.45pm, and on Tuesday, Wednesday and Thursday from 8.45am to 2.45pm. They are in receipt of funding for the provision of free early years education to children aged two, three and four. The pre-school employs eight staff members, five who have appropriate early years qualifications at level 3 or above, including the manager who holds Early Years Professional Status.

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