

# All Saints Children's Ventures Limited



All Saints Church, 93a Forefield Lane, Liverpool, Merseyside, L23 9TQ

## Inspection date

11 January 2018

Previous inspection date

25 April 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- The newly appointed, well-qualified manager is highly motivated and committed to raising the quality of the pre-school. He shares his great enthusiasm with his staff team to help build their confidence in their abilities.
- The manager evaluates the quality of the pre-school effectively and has detailed plans in place to help drive forward identified improvements. Recent changes include, rejuvenating the learning environment inside. This has had a positive impact on children's learning. Children now access the resources more independently.
- Good partnerships are in place with parents and other settings where children attend. Staff assess children's learning well and share regular reports with parents. Action plans are put in place to ensure that those children who require extra support, receive the help they need. All children, including those who are funded, make good progress.
- Children are involved in a variety of experiences. For example, they visit the local park and shops regularly. Children enjoy trips to the pantomime and take part in seasonal events, such as the nativity held at the linked church. This helps them to learn about diversity and people in the community.

### It is not yet outstanding because:

- The new system in place that the manager uses to supervise and monitor his staff's performance is still in its infancy and is not deeply embedded in practice.
- Staff do not use very skilful questioning methods that help to support children to develop their good thinking and speaking skills further.

## What the setting needs to do to improve further

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

- embed the new system for the supervision and monitoring of staff's performance and help to raise the quality of teaching to the highest level
- enhance opportunities for children to think and respond to questions asked and help them to develop their thinking and speaking skills to even higher levels.

### Inspection activities

- The inspector took a tour of the pre-school with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The manager seeks guidance from the local authority and listens carefully to the views of staff, children and parents. He generally encourages staff to develop their qualifications and provides some training to help improve their practice. The manager is currently working to strengthen arrangements to support staff with new strategies, such as peer observations. He monitors the progress of individual children and groups of children's learning well. The manager works with staff to address any gaps in children's learning swiftly. Safeguarding is effective. The manager and staff know the procedures to follow should they have a concern about a child's welfare.

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

Well-qualified staff get to know children and their families well. They encourage parents to extend their child's learning at home. For example, staff encourage them to help older children to practise writing their name. They work with parents to provide consistency in helping younger children to develop good toileting skills. Staff across the pre-school help children to learn about mathematical concepts. For example, staff working with younger children model counting and language for size, such as when children chase bubbles outside. Staff working with older children encourage them to identify written numbers and name shapes. All children are motivated and eager to learn.

### Personal development, behaviour and welfare are good

Children form close attachments to staff. They giggle with their peers, establishing strong friendships. Children behave well and use good manners. All children, including those who are new, settle quickly. Children are independent. For example, older children use the toilet by themselves and wash their hands afterwards. Younger children practise putting on their coats and attempt to fasten zips. Staff provide healthy snacks and children enjoy choosing from a good selection of fresh fruit and vegetables. Children skilfully pour fresh water from jugs and drink from open cups. Parents speak highly of the caring and friendly manager and staff team. For example, they comment, 'My child has come on well and I have seen a big difference in their social skills and manners'.

### Outcomes for children are good

All children, including funded children, make good progress from when they first start their placement. They develop good self-esteem and are confident in new social situations. Children talk about what makes them special, such as the colour of their hair. They develop a positive sense of themselves and show that they feel safe in the pre-school. Children have fun and enjoy their time spent in pre-school. They practise their good physical skills, such as when playing outside in the garden. Younger children develop confidence in learning new skills. For instance, they learn to pedal tricycles and show pride in their achievements. Older children skilfully jump, run and ride scooters with great confidence. They weave around obstacles and negotiate the space with ease. Children are prepared well for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY289826
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1099375
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	All Saints Children's Ventures Limited
<b>Registered person unique reference number</b>	RP902433
<b>Date of previous inspection</b>	25 April 2017
<b>Telephone number</b>	0151 924 5137

All Saints Children's Ventures Limited registered in 2004. The pre-school employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above. The pre-school opens term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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