

Chedworth Pre-School

Inspection report for early years provision

Unique Reference Number	101660
Inspection date	28 November 2007
Inspector	Pamela Edna Friling
Setting Address	The Village Hall, Chedworth, Cheltenham, Gloucester (Post only), GL54 4NJ
Telephone number	01285 720689
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Registered person	The Trustees of Chedworth Pre-school
Type of inspection	Integrated
Type of care	Sessional 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.

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?

Chedworth Pre-school operates from the village hall. The group is managed by a voluntary committee of parents. The pre-school has been running since 1976 in the village. Chedworth village is approximately 13 miles north of Cirencester in a rural area of the Cotswolds. Children attend from the local and wider community. The pre-school makes use of a large room, store room, office, main hall, kitchen and toilets in the village hall. Outside they have their own storage shed and are able to use the parish council children's enclosed play area.

The pre-school is registered to care for a maximum of 20 children from two to five years of age at any one time. At present there are 14 children on roll, 13 of whom receive funding for nursery education. The group supports children who have English as an additional language. They are open each weekday, except Thursday, during school terms. Sessions run from 09.00 until 12.00 on Monday, Tuesday, Wednesday and Friday, with extended lunch sessions until 12.45 each Tuesday and Wednesday.

The committee employs three staff to work with the children. The play-leader holds a childcare qualification at level 3. The additional staff members have commenced training to achieve childcare qualifications. Parents are asked to volunteer their help in the group on a rota system.

The staff and committee welcome advice and support from the local authority. The pre-school make regular walking visits within the village.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a modern, clean and well maintained care environment. Children take part in a broad range of activities which enables them to learn about good health and how to take increasing responsibility for their own personal hygiene. They wash their hands thoroughly before eating and after using the toilet. Their awareness of the need for personal hygiene is extended effectively through staff explanation and demonstration of hand washing techniques. However, at present children cannot independently access paper towels for hand drying. Children's health is well promoted through suitably trained staff and clear routines for administration of medication and first aid. Children's wellbeing is further promoted through clear records of accidents, medication and existing injuries which are shared with and signed by parents.

The children learn about healthy eating through the provision of, and discussion about, good quality daily fruit, vegetable and savoury carbohydrate snacks. They learn the importance of having five portions of fruit and vegetables each day. They explore the taste, texture and smell of exotic fruits as part of their sociable snack time. For example, children discuss the 'Star Fruit' they had at a previous snack time and compare it to the 'Sharon Fruit' they were having that day. Children develop their independent skills as they pour their own drinks of water or milk. Additional water is available throughout the session so children can help themselves as they wish. Children's individual dietary needs are well documented to ensure staff are fully aware of special diets and the issues involved in catering for individual needs and preferences.

Children of all ages develop good physical skills. Large and small equipment is used well to provide physical challenge to the children and to allow them to practise developing skills. For example, children use scissors independently as they create wooden spoon puppets. Children have regular daily opportunities to play outside where they enjoy fresh air and physical challenge. Children develop control of their bodies as they climb, slide and balance on the climbing frame. Less confident children are supported effectively as they challenge themselves to try new movements. Children show good awareness of space as they move sensibly around the playroom avoiding furniture, floor toys and other users of the space. Children explore ways of moving as they move to the sound of waves on the beach. The active environment enables children to remain warm. However, the room temperature appears cool and is not monitored to ensure a suitable temperature is maintained at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-maintained setting that has very good safety measures in place. Risk of accidental injury is minimised by the vigilant staff and thorough, well documented risk assessment of potential hazards within both the play room and outdoor area. Access to the

premises is carefully monitored to ensure adults cannot enter the building unannounced or children leave unsupervised. Children learn about fire safety as they regularly practise evacuation of the building. However, a detailed fire risk assessment has not yet been conducted and time taken to exit the building is not routinely recorded.

Children are supervised very well as they play through effective deployment of staff throughout the playroom. Children are very well settled within the environment and can safely access play resources independently. These are of very good quality and stored invitingly on low shelves and in attractive labelled drawers and boxes to aid individual choice. Children's own pictures and paintings are clearly labelled and attractively displayed around the room, creating a colourful and welcoming environment for children.

Children are well protected by staff who have a clear understanding of possible risks to children. Staff are aware of the possible signs and indicators of abuse. Most staff are trained in child protection and are familiar with procedures for dealing with any concerns so children are appropriately protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre-school. They arrive with enthusiasm and settle very quickly to the well established routines. Planned and free choice activities are carefully introduced and described to the children to enable them to plan their time at pre-school. Children are very independent. They make choices from all available resources and activities, take care of their personal care needs and assist with daily routines. Low-level, well-labelled storage of good quality toys encourages self-reliance.

Children are relaxed in the company of both the attentive staff and the rota parents who skilfully interact with the children as they play. Children are encouraged to express themselves and build on their conversational skills through careful staff questioning. Children benefit from staff knowledge of them as individuals within the small friendly group. This builds children's confidence and self-esteem. As a result of the sensitive care offered, children are happy, secure and confident.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of learning. Staff interaction and questioning encourages children to think and solve problems as they take part in both self initiated and adult led play activities. Staff observe children as they play and learn, taking anecdotal notes of their observations. However, the present system of observation and assessment does not easily allow staff to see when a child has achieved a Foundation Stage stepping stone, as assessment records are not dated. Observations are dated but filing methods do not easily show that all areas of learning are covered regularly for all children. Plans are clear. They link with the six areas of learning and promote individual progress through identification of each child's next steps in learning.

Children of all ages are encouraged to share their news and describe their treasures from home through effective use of a circle time, which encourages even the quietest child to participate fully. Children listen very well to others and offer their comments sensibly. For example, detailed discussion surrounded a model camper van brought to show the group. Children listened carefully as the owner of the model van described how surf boards are carried on the roof.

Children demonstrate a good understanding of the world around them as the discussion then moved on to how a surf board allows you to 'stand on the water' and how 'sharks live in the water'. Children have opportunities within planned activities to observe how things grow and to explore items that float or sink. Good quality open questioning encourages children to describe their experiences. However, most able children are not routinely encouraged to record their observations. Children show good understanding of technology as they use the computer independently and enjoy learning how to use a digital camera.

Children use a wide range of vocabulary in conversation, and enjoy songs and rhymes. Activities for children to freely develop their mark-making skills are always available. For example, children use clip boards and paper both indoors and outside to make lists and practise emerging writing skills. Children accurately use and understand mathematical language, for example, counting how many children are present and then using a number line to count to the correct number. They accurately name shapes and colours, and use correct language to describe position and size.

Children develop good relationships with staff and other children in the group. They learn to co-operate and work well together. Children use a timer system to resolve disputes over toys and encourage sharing. Children are supported to sing a few simple, familiar songs. A pictorial song board allows children to select songs they wish to sing that are familiar to the whole group.

Children are able to be independently creative as part of their free-choice activities. They have access to a wide range of craft materials within the room. Children have opportunities to engage in imaginative play based on their own first-hand experiences as they 'make cups of tea', 'dress the babies' and 'take on the ironing' in the well equipped home corner. In addition, children are able to take on imaginary roles within the 'pirate cave' and as they play with the 'pirate ship' they constructed from recycled materials.

Helping children make a positive contribution

The provision is outstanding.

Children's social, moral, spiritual and cultural development is fostered. All children are welcomed very warmly and made to feel extremely valued and important. The daily appointment of a child as 'Number One' is eagerly awaited with the selected child made to feel very special throughout the session. For example, 'Number One' can choose a folder to take home and takes lead position as the children line up to go outside play or to the toilets. They are allowed to make decisions regarding how the line moves, for example, 'I want us to skip'. Children develop a very positive attitude to others as staff provide activities and resources which involve children in village life and reflect the wider community. Children learn about their own and different cultures through well planned activities. They develop very strong relationships with staff and with their peers. Older children show care for their friends and for younger children.

Children are very well behaved. Staff form excellent role models with their calm, caring attitude. Disputes are solved effectively through clear explanation and daily reference to the displayed pre-school rules during circle time to reinforce children's understanding. Staff ensure they have consistent expectations and offer frequent praise. Children are very much viewed as individuals with activities planned and resources provided to allow them all to be fully involved. For example, pictorial labelling of resources and cards depicting daily routines allow children with less developed language skills or with English as an additional language to take a fully active part in pre-school life.

Partnership with parents is outstanding. Children's care needs are extremely well met as staff work very closely with parents to ensure children are treated as individuals. Parents are listened to. They are encouraged to share ideas for improvements and information about their child through completion of questionnaires, contributions to a suggestions box and completion of a booklet about their child prior to care commencing. Children benefit from the clear information given to parents regarding the Foundation Stage of learning, planned activities and developmental and educational progress. This enables parents to contribute fully to their child's education. Individual needs of children are clearly identified and the close working partnership between staff and parents allows detailed discussion to swiftly address any issues. Both detailed written and verbal reports on progress, informative newsletters, notice boards and access to information on child development and education enhance this detailed exchange of information.

Organisation

The organisation is good.

The children settle very well to familiar surroundings and show very good understanding of well-established daily routines. The premises are bright and clean and offer a good care environment. However, the room temperature is not monitored to ensure it remains warm enough for the children. Space and equipment are successfully arranged to allow children to use all areas and resources independently. Safety and security are effective in protecting children from harm with effective staff deployment to support and supervise the children. Fire drills take place regularly with a clear record of the date and numbers involved. However, there is no record of how long it takes the group to exit the building. In addition, the group have not yet conducted a detailed fire risk assessment. There are effective procedures in place to ensure that those looking after children are suitable to do so. Staff attend training for their own professional development and to further enhance the care and education the children receive.

Children receive good care as a result of the good organisational skills of the staff team. The Leadership and management are good. Children benefit from a good planning system that encompasses all six areas of learning and clearly highlights children's next steps in learning. The present routines for recording progress through assessment records and observations does not easily show when a child has reached a stepping stone in their education or where it is necessary to target future observations to ensure all children, as well as all areas of learning are equally observed over time. The routine and structure of the sessions provide an appropriate balance of play opportunities both indoors and outdoors. The staff team work well together giving children the support and encouragement to play and learn.

Children's welfare is promoted through the well-organised recording systems and written operating procedures which meet the requirements of registration. Policies, procedures and all legally required documentation, which contributes to children's well-being, are clear, up-to-date and confidentially stored. The ratio of adults to children is maintained at a very good level allowing high levels of individual attention. The committee and staff team work co-operatively to meet the needs of the children attending. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Significant progress has been made in all areas highlighted for improvement at the last inspection. The group was asked to review the use of toilets and hand washing facilities, and to make sure the accident record is in sufficient detail to support any actions taken. Children are escorted safely to the toilets and encouraged to learn about personal hygiene through

discussion and demonstration of hand washing techniques. Each child washes their hands in fresh water to protect against the spread of infection. Paper towels are available for hand drying but are not easily accessible to children. Children's good health is now promoted through clear, detailed records of any accidents. The record is shared with and signed by parents.

The group was also asked to continue to review the organisation of snack time. Snack time is well organised to allow children to take an active part as they discuss snacks and pour their own drinks. It is a sociable time with children able to eat and drink at their own pace.

In addition, the group was asked to develop ways of effectively grouping the children to ensure the needs of children of different abilities are met and the more able are appropriately challenged, and to ensure all adults are aware of the next steps for individual children in the plans so that they are able to provide suitable support within the sessions and enable the children to build on what they already know. Effective tracking of children as they play and good quality questioning by staff allows all children to build on prior knowledge. More able children are challenged to solve problems verbally as they take part in planned activities and free play experiences. However, they are not always encouraged to record their observations. Staff know children well as individuals and support them appropriately. Staff identify points for planning each week to extend or support individual children's learning.

Within the educational programme the group was asked to plan a wider range of activities for the older children which promote the recognition of letter sounds and shapes, and the correct formation of letters. Children now have many opportunities within the session and daily routines to recognise letters and sounds. Name cards are used effectively throughout the session to instigate discussions regarding letter sounds. Children look at letter shapes and recognise and name sounds in both their own name and those of others. A letter of the week is discussed each day. Children are able to develop their emerging writing skills as they name their own work, compile lists and notes on clip boards, and paint with water during outdoor play.

Finally the group was asked to encourage older children to perform simple tasks for themselves, or for the group as a whole, within pre-school routines. Children are now very independent. They manage their own clothing, pour their own drinks and help with daily tasks. For example, children independently get the dust pan and brush and sweep up spilled sand.

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.

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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):

- monitor and maintain a healthy room temperature
- extend fire safety policies and procedures to include times taken for evacuation and a full fire safety assessment.

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):

- refine the assessment and observation routines to ensure systematic observation across all areas of learning and for all children.

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