

# East Chinnock Under Fives

Inspection report for early years provision

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**Unique reference number** 143112  
**Inspection date** 24/04/2009  
**Inspector** Michelle Tuck

**Setting address** The Church Room, Weston St, East Chinnock, Yeovil,  
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**Type of setting** Childcare on non-domestic premises

## 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).

## Description of the setting

East Chinnock Under Fives is a committee run pre-school situated in a church hall in the village of East Chinnock. The accommodation consists of a play room with kitchen area and two toilets. There is a large garden outside with play area.

The pre-school is open term times only from Monday to Friday 9.00 to 13.00, this includes a lunch club. The pre-school is registered on the Early Years Register. A maximum of 18 children may attend the pre-school at any one time. There are currently 21 children on roll.

There are ten staff available, shared with another pre-school. Of the ten, seven hold a relevant childcare qualification. The pre-school receive support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The good partnership with parents and links with the school contributes significantly to the staff's good knowledge of each child's individual needs, and ensures an inclusive provision. Children make good progress in their learning and development, and are well cared for. The setting has a strong commitment to improvement and continually seeks ways to enhance the provision in order to promote positive outcomes for children.

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

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

- encourage children to wash their hands after wiping their nose
- continue to develop the assessment system to show each child's identified next steps in all areas of the curriculum, building on what they already know and can do

## The leadership and management of the early years provision

The staff work well together as a team, they ensure the areas used by the children are well organised, allowing them all to become fully engaged in their play. The systems in place for self-evaluation and monitoring help the setting to identify their own strengths and areas for development. Children are supported well and are making good progress in their learning and development. Staff are consistent in their approach and follow positive steps to support children's welfare needs. There are written policies and procedures in place which underpin the good practice these are currently being updated.

Staff have a secure understanding of their roles and responsibilities, which helps to ensure that children are well supervised at all times. Staff demonstrate a secure

knowledge of safeguarding procedures and effective recruitment and vetting arrangements mean that staff are suitable and have appropriate qualifications to support children's safety and welfare. Staff are vigilant about safety and remind children of simple rules and boundaries to prevent accidents. For example, children know to wait for staff supervision before accessing outdoor equipment. Children and staff regularly practise the emergency evacuation procedures which helps to ensure they are all familiar.

Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Each child and parent is welcomed into the pre-school allowing time for discussion on a daily basis. Parents share information with key workers about their child when they first start, which helps staff plan for their continued progression. Information about children's learning is regularly shared with parents and links have been established with the local school and are being developed with others who support children within the setting. This helps to ensure that all those supporting the child are working together to meet their needs.

## **The quality and standards of the early years provision**

Children are confident and happy in the pre-school environment and quickly settle in to the daily routines. They have regular opportunities to play outdoors where they enjoy fresh air and exercise. For example, they like to climb on the tyre tower or ride on the boat they also enjoy initiating a range of play activities, such as mixing sand and water while exploring their properties. Children learn the importance of good personal hygiene and staff generally implement a range of effective procedures throughout the pre-school to maintain cleanliness. However, these are not always consistently maintained, for example, children are not routinely encouraged to wash their hands after wiping their nose.

Children have good opportunities to initiate their own play and demonstrate positive attitudes towards learning. They independently select resources and use them to develop interesting play activities. For example, children use role play equipment to develop imaginative games, they use junk to make models and they enjoy sharing news about things they see while at pre-school, such as the helicopter flying over head while they play outside. Staff interact well with children to support their learning, using daily routines, such as circle and mealtimes to develop independence, self-esteem, awareness of sounds and letters, problem solving and awareness of numbers. For example, children know that if one is taken away from 13, it leaves 12.

Staff have recently reviewed their procedures for planning activities and assessing children's progress. By providing a focus and taking account of children's interests, staff ensure all children are developing and progressing within the Early Years Foundation Stage (EYFS) framework. Staff regularly observe children as they play and evaluate what they have seen in order to track children's progress. However, it is not always clear from the planning how activities are planned based on what children already know and can do and children's next steps are not always

identified in all areas of the curriculum. The staff team have already identified this as an area for development and are working on improvement.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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