

Little Chestnuts Pre School

Inspection report for early years provision

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Inspector Sue Mann

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Little Chestnuts Pre School was established in 1974. It operates from the village hall in Toppesfield. The pre-school has the use of the main hall, kitchen, toilets and two garden areas. It opens each weekday morning from 9am to 12pm. A lunch club is also offered from 12pm to 1pm. Sessions run during school term time only.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 18 children aged from two to five years on roll. The nursery provides funded early education for three- and four-year-olds. The playgroup is currently supporting a number of children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold relevant early years qualifications to at least level 2, and two staff are currently working towards level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and feel safe and secure at the pre-school. Staff have a good understanding of the Early Years Foundation Stage and are aware of how to promote good outcomes for the children. The pre-school has an inclusive approach and provides resources and support for children with special educational needs and/or disabilities. There are generally good systems in place to monitor the quality of the provision and ensure the children are safe. The capacity of the provision to maintain continuous improvement is good, with staff having access to regular training.

What steps need to be taken to improve provision further?

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

- revisit the risk assessment and ensure all areas for the provision are covered, particularly in relation to the kitchen area
- extend safeguarding procedures to ensure any existing injuries are recorded as laid out in the guidance 'what to do if you are worried a child is being abused'.

The effectiveness of leadership and management of the early years provision

The setting has established generally good safeguarding procedures for the children who attend, however, the current risk assessment does not cover all parts of the setting the children can access. This means that some of the risks in the kitchen have not been minimised, such as stacked tables and children's access to

glass and crockery items in unlocked, low-level cupboards. Systems for recruiting new members of staff are robust and all staff complete the required checks. All staff training certificates and qualifications are up to date. Children arrive and depart the preschool in a controlled manner, ensuring their safety. The front door to the hall remains locked while the children are in attendance. Accident records do not currently show any record of existing injuries to ensure all information is shared to safeguard children.

All the staff work together well, and staff rotas ensure that the correct ratios are followed and that staff are deployed robustly. A member of staff supervises the children in each of the areas at all times. The provision and outcomes are monitored through regular, effective quality checks and self-evaluation to drive improvement. The staff meet every fortnight to discuss the children's progress towards the early learning goals and reflect on their practices. This ensures that children's progress through the Early Years Foundation Stage is good.

The setting has an inclusive approach to meet the needs of all children. Systems are in place to work with other professionals to ensure that children with special educational needs and/or disabilities are supported. Resources are purchased as required and can be accessed by all the children.

The setting has good links with the local primary school. The children often visit for story time or to see a rehearsal for an assembly. Partnerships with parents are extremely well established and make a strong contribution to the children's well-being and achievement. Information is shared on a regular basis at the start and end of the session, which ensures staff are able to support the children effectively. The supervisor is aware of the need to develop further links with other settings, including another pre-school and a school outside the village, to support the children's transitions between settings.

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

The settling-in process and the collection of information about the child from parents and carers ensure children are secure in the setting. The children are supplied with t-shirts and bags that they bring back and forth to the setting, which helps them develop a sense of belonging. They have photographs of themselves, which they use to self-register on a board, and they also use photographs when accessing the rolling snack bar. The children have access to the snack bar within a set period of time but are enabled to make their own decisions as to when to eat. The children are encouraged to develop independence by pouring their own drinks. The staff offer healthy snacks and a choice of milk or water to drink. The children who stay for lunch are also encouraged to eat their sandwiches first before the rest of their lunch, which promotes healthy eating and their awareness of staying healthy.

The children benefit from a large indoor space where toys are laid out on colourful rugs and mats, allowing the children to move freely around the setting. A large sand timer has been used successfully as a visual aid in behaviour management and is now used to indicate tidy-up time. The children develop time management

skills by noticing how much sand is left, responding accordingly when asked to tidy away. The sand timer is also used to promote children's personal, social and emotional development when sharing and taking turns with equipment.

Children develop skills for the future as they access technology in the role play area, using a computer at the 'doctors'. They develop numeracy, an awareness of size and colour skills using matching bears and also develop problem solving skills with a cogs and wheels toy. Festivals and cultural differences are celebrated within the setting, helping children develop a sound understanding of the world and diversity.

The children develop good physical skills using the play equipment in the garden and have free-flow access to small garden areas. Knowledge and understanding of the world is developed through visits to their allotment and growing their own fruit and vegetables, which they bring back to the setting and share. They develop skills in caring for the plants by using small watering cans. There are opportunities within the role play and a table set up for children to explore mark-making and writing for a purpose. Their creative development is enhanced through opportunities for free painting and the planned activities.

The staff support children sensitively by helping those who need a little extra support to be able to join in with group activities, such as story time, and reminding them on safe use of the outside play equipment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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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