

Charminster Pre-School

St. Marys C of E VC First School, West Hill, DORCHESTER, Dorset, DT2 9RD

Inspection date	20/05/2013
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff's practice enables all children to do well, make good progress relative to their starting points and prepares them well for school or the next steps of their learning.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.
- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination, and develop strong relationships with practitioners and each other.
- Children are well-prepared for the next stage in their learning because staff provide appropriate support to prepare them for their moves, within the setting and to other settings and schools.

It is not yet outstanding because

- Resources and activities that help children understand the wider world are few in number.
- There is a lack of opportunities at snack time for children to build on their self-care skills by allowing them to prepare their own snacks. This does not fully promote children's independence.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas during the inspection.
- The inspector spoke to the manager, members of staff and children.
- The inspector looked at children's observation, assessment records, planning documentation, and a range of other documentation.
- The inspector took account of the views of parents and carers.

Inspector

Marie Thompson

Full Report

Information about the setting

Charminster Pre-school re-registered in new premises in 2006, having previously operated for 35 years. It is a committee run pre-school operating from a purpose built building on the site of St Mary's C of E VC First School in Charminster near Dorchester, Dorset. It has its own enclosed, secure garden.

The pre-school operates five days a week during school term times from 9am to 15pm. Children may attend in the morning or afternoon and may choose to stay for lunch. Children are allowed to stay all day if they choose. The pre-school has disabled access.

The pre-school is registered on the Early Years Register. A maximum of 34 children may attend at any one time. The pre-school receives funding to provide free education for children aged three and four years. There are currently 72 children on roll from two and a half years to under five years. The pre-school supports children with learning difficulties and also children who speak English as an additional language. There are eight staff members employed including the manager, who all hold a relevant early years qualification.

What the setting needs to do to improve further

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

- extend the range of resources and activities to enhance children's understanding of the wider world
- develop further opportunities for children to build on their self-care skills and independence by allowing them to prepare their own snacks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle quickly because they are warmly greeted by staff, who are kind and friendly, when they arrive at the setting. As a result, children separate from their parents extremely well and settle quickly. This demonstrates their strong sense of belonging in the pre-school. Staff work hard to make the learning environment aesthetically pleasing to children. Each child has a 'key person' who takes particular care of them. The key person system supports children well; they develop warm, secure attachments, which promote their confidence and happiness.

Children's communication and language skills are very well supported. Consequently, they are confident and articulate speakers; they express their views and engage in conversation with friends and adults. A cosy and well-stocked reading area is available and children enjoy story times as staff use high quality picture books to read to them. Staff are very supportive and ensure that children enjoy their activities. Staff work with the children, join in their conversation and share their interests. When children use paint and crayons staff value their work and ensure there are good resources available for them, close at hand. Children select from a range of junk modelling materials to create their own designs and respond to the positive praise that staff give and the shared enthusiasm of their friends. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children attempt to write their names on their work, making marks that resemble letters. Children see that writing has meaning from the labels around the room. These activities support children's early literacy development. Overall, children are developing positive attitudes towards diversity and equality. Staff celebrate and talk to children about some festivals and some topics such as Chinese New Year. However, generally, resources and activities that help children understand the wider world are few in number.

Children count and staff use mathematical terms during all activities. Children count how many sausages they make with the play dough and have some understanding of simple mathematical terms, such as, 'next to', or 'more than'. Children can recognise and count numbers from 1 to 10. They recognise shape, colour and pattern, confidently putting together jigsaws. Opportunities for children to be active and develop their physical skills are provided in all weathers. They enjoy the opportunity to be outside in the fresh air, wrapped up in coats. Children run and chase enthusiastically and spontaneously set up a theatre to perform songs and dances to each other. Children have great fun using the mud kitchen, and sand pit to explore different textures. Children can explore wood, and other objects and materials to construct large creations in the outside area. Children show high levels of interest as they explore skills for the future. They enjoy using an extensive range of programmes on the computers which support their problem solving skills. The pre-school has a garden. Children and staff work diligently to maintain and cultivate the fruit, flowers and vegetables. This helps children learn about food and how it grows and to explore the natural world.

Staff are keen to develop their skills to provide high quality educational programmes for all children. Children make good progress in their learning and development because of the varied range of opportunities provided throughout the pre-school. Regular observations and assessments are carried out leading staff to identify children's next steps. Children feel valued and enjoy their learning because staff interact extremely well with them, for example, they listen to children, ask open-ended questions, and give children time to respond. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests.

The contribution of the early years provision to the well-being of children

Relationships are a key strength in the pre-school. Staff have close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. Children speak confidently about what they are doing and enjoy sharing their thoughts. Children develop a very good awareness of a safe and healthy lifestyle. Children pursue robust and energetic play in the outdoor play area. They have the space to be exuberant and expressive in their movements. There is a wonderful buzz of excitement and fun as children climb on the wooden boat, play musical instruments, and balance on the stepping stones.

Children's understanding of healthy eating is promoted through planned activities and the provision of well-balanced snacks. Children staying to lunch bring their own packed lunch and they are encouraged to independently collect their lunch box and choose where they would like to sit. Children are proficient at independently taking care of their personal needs such as washing their hands prior to eating and blowing their noses and putting the issues in the bin. Children are able to use the scissors to open food packs and put the waste into the rubbish and recycling bins provided. Children confidently pour their own drinks, and help themselves to the snacks that are brought to them. However, although the children are very capable of doing so, they are not encouraged to help prepare the snacks. Consequently, this does not fully promote children's independence.

The consistent promotion of positive attitudes and behaviour from staff means that the children learn respect for others in a relaxed, calm and caring environment. As a result of the consistent support and positive promotion of learning through play and enjoyment, children contribute well to their own learning and personal development. The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. While pursuing this energetic play children learn how to play safely through the use of the pictorial 'Playtime Plan'. This helps children learn and understand what is expected of them so that everyone is safe and happy. Children learn to take care of their playroom and the outside area. For example, in the pre-school room, when the staff ring the bell, all of the children happily begin to tidy away their toys. In the garden children use the small brushes to sweep away the leaves to keep the path tidy. Adults provide good role models for children, who feel valued and gain confidence and self-esteem through praise and encouragement. As a result, children develop a positive and enthusiastic attitude to learning.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the pre-school is very good, with well-managed procedures, structures and work practices. As a result, learning is very well managed and structured to support both group and individual needs. Children's welfare is paramount and supported by extensive recruiting and vetting arrangements of all adult workers. The procedures in place to safeguard children are effective because staff regularly update their

safeguarding training. All staff have an appropriate first aid qualification, which means any injuries can be dealt with effectively. Staff know the procedure to follow should they have any concerns about a child in their care. A copy of the policy folder is available for parents in the reception area and for staff as a reminder. Each staff member has a full induction programme so they understand their roles and responsibilities well. The extensive risk assessments in place identify possible risks to children in all indoor and outdoor areas and involve the children in the process. The staff team work closely together to deliver a very good balance of adult-led and independent activities. The staff are very well led and monitored by the pre-school manager. Consequently, all recommendations from the previous inspection have been addressed. All staff have a clear understanding of the policies and procedures of the setting. This includes the policies and procedures for safeguarding children and the complaints procedure and record. The manager understands her responsibility to notify Ofsted of any changes, and is proactive in doing so. Professional development of all staff is given high priority and is supported by regular appraisals. The manager meets with all staff members, to assess their capabilities and identify any training requirements. This ensures that staff have continuous professional development opportunities.

The staff create a welcoming environment where children feel secure and demonstrate a sense of trust. The rooms are bright and attractively set out with areas of continuous provision of resources to offer children daily experiences covering all areas of learning. The good organisation of resources ensures all children can access play materials of their choice, encouraging independence and their ability to initiate their own play. The manager and staff are pro-active in promoting inclusive practice and ensuring all children are cared for as individuals and that their needs are met. The partnerships developed with parents and professional agencies significantly impacts on staff's ability to fully support children. All regulatory documentation is in place and maintained to a very good standard.

Good relationships with parents enhance opportunities for all children. Parents are highly informed on all aspects of their child's progress, well-being and development. They are positively encouraged to play a part in their child's learning and development. Parents speak highly about the quality of care and support provided by a dedicated staff team. Staff allow parents sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis and children's learning journals are shared frequently with parents. Children with learning difficulties are very well integrated and they achieve very well. Structured approaches and strategies are used successfully to support good progress. Experiences for children are positive, enjoyable and rewarding, and this builds children's self-esteem and confidence. There are good partnerships with local schools, associated professionals and childcare providers. The provider is highly motivated and passionate about providing high quality care and guidance to all children. Self-evaluation is good. Consequently, all staff, parents and children are valued and their opinions and views are sought on all aspects of the provision.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY337568
Local authority	Dorset
Inspection number	917787
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	72
Name of provider	Charminster Pre-School Committee
Date of previous inspection	04/03/2009
Telephone number	07812 932 745 01305 251512

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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