

# East Chinnock Under Fives

The Church Room, Weston St, East Chinnock, Yeovil, Somerset, BA22 9EL

<b>Inspection date</b>	24/11/2014
Previous inspection date	24/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 have a good understanding of children's individual needs, which helps them build secure attachments and feel safe.
- Staff demonstrate good teaching skills, which support children effectively to make good progress in all areas.
- Strong partnerships with parents and other professionals enable staff to meet children's individual needs.
- Children respond well to established routines and show a strong understanding of behavioural expectations.

### It is not yet outstanding because

- Children have fewer opportunities to count for a purpose.
- Staff do not always use snack time to support children to develop their independence fully.

## 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 and the quality of teaching in the playroom and outdoor play area.
- The inspector sampled documentation, including children's assessment records and planning.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

East Chinnock Under Fives is a committee-run pre-school situated in a church hall in the village of East Chinnock, Somerset. The accommodation consists of a playroom with kitchen area and two toilets. There is a large outside area, with fixed climbing equipment. The pre-school is open term time only from 9am until 1pm on Monday to Friday; this includes a lunch club. The pre-school is registered on the Early Years Register. There are currently 24 children on roll. There are five members of staff who work with the children. One member of staff holds Early Years Professional Status and another holds Qualified Teacher Status. The other members of staff are qualified to level 3.

### What the setting needs to do to improve further

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

- provide more opportunities for children to count for a purpose, for example during everyday routines
- increase opportunities for children to enhance their independence at snack time.

### Inspection judgements

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

Staff understand how young children learn and develop; consequently, they provide children with a good range of activities and experiences that excite and challenge them. During the inspection, staff made the most of spontaneous opportunities to extend children's learning. The children excitedly talked about what they needed to wear outside to explore the frosty weather. Staff encouraged the children to have a go for themselves at putting their coats on and doing their zips up. This promotes children's independence and helps them to acquire the skills they need to move on to the next stage in their development and eventually to school. Once outside, the children explored the ice, the patterns the cobwebs had made and the tracks in the grass made by their boots. The children collected some ice from outside, which they brought inside to see what would happen. Throughout the morning, they made their observations and then told staff that the ice had melted because of the heat inside. This supports children's understanding of the world.

Children thoroughly enjoyed sharing books and stories with each other and the staff. They sat with their friends in the book corner, turned the pages and talked about the pictures. They listened well at group story time, answered questions about the characters and guessed what would happen next in the story. Staff know the children extremely well and

provide experiences that are based on their interests, which successfully enriches their development.

Staff support children to develop their literacy skills very well because they have many opportunities to make marks and practise their early writing skills. They write for different purposes. For example, they write letters and place them into the post-box. They talked to the staff about where the letters were going, for example to America. They confidently looked through the name labels to find their name and also identified the names of their friends. Staff repeat words back to the children and talk about the meaning of words, which extends their vocabulary and understanding. Although children have some opportunities to use number, such as when singing number rhymes and songs, they have fewer opportunities to count for a purpose. For example, children are not encouraged to select enough chairs for three friends to join them for snack, or count how many plates they need at lunchtime.

Overall, the quality of teaching is good. Staff observe the children as they engage in activities. They use assessments based on their observations and information gathered from parents to plan accurately for children's next steps. This means they track children's progress effectively, to ensure that they make the best possible progress in relation to their age and stage of development.

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

Children are happy, settled and confident. Staff are kind and gentle in their approach, and interact warmly with the children. The effective key person system successfully supports children's emotional and physical well-being. Staff work closely with the parents to support children when they first start at pre-school. This helps staff to form close relationships with the children and the parents to feel involved in their children's learning.

Staff are good role models for the children. They give them regular praise and encouragement for their achievements, and treat them as individuals. This boosts children's confidence and self-esteem, and prepares them well emotionally for the next stage in their learning. Children's behaviour is very good. They are kind to one another, following the good examples set by the staff. For example, one child passes another child their boots as they get ready to go outside. Children say 'please' and 'thank you' appropriately at lunchtime, for example when they ask staff to help them open packages. Staff teach the children to think about each other's feelings and how to keep themselves and others safe. As a result, children share well, take turns and manage any minor dispute successfully for themselves. For example, children take it in turns to choose an item from a bag as they play a game. They share the equipment and tools in the sand tray, and they wait for a space to become available at the snack table. Children learn how to use equipment safely, such as scissors. They practise the emergency evacuation procedure, which promotes their good understanding of how to leave the premises safely in an emergency.

Children learn well from following consistent hygiene practices. Staff give clear

explanations as to why it is important for children to wash their hands before eating and after playing outside. Children are aware of their own needs and access the toilet independently. Staff change children's nappies appropriately, by following thorough hygiene practices. Children enjoy a caf-style snack time and choose from a healthy option of fruits. However, staff do not extend all opportunities to develop children's independence further, such as allowing them to pour their own drinks and help to prepare the fruit. Children have daily opportunities to play outside and develop their physical skills. They ride on wheeled vehicles, play football or use the climbing equipment.

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

The staff have a good knowledge and understanding of their responsibilities to meet the safeguarding and welfare requirements. They have a thorough understanding of child protection issues and are clear on the correct reporting procedure if they have a concern about a child. The staff complete thorough risk assessments on the premises and outside area. This includes daily checks to ensure that the environment is safe and suitable for the children's arrival. The staff team is well experienced and highly qualified. There are robust recruitment and vetting procedures in place. The staff discuss issues on a daily basis and raise any training needs with the manager. This ensures their continued suitability and contributes to the overall effectiveness of the staff team in meeting the needs of children. The manager and staff team meet regularly to reflect on their practice and evaluate the provision. Targeted plans are in place to make improvements, such as for all staff to refresh training to enhance communication for all children. This demonstrates a strong commitment to drive continual improvement and to enhance the outcomes for children further.

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The educational programmes are monitored thoroughly to ensure that the experiences offered meet the individual needs and interests of children effectively. Staff make regular assessments based on their observations of the children; therefore they are able to assess their progress accurately, identify any gaps in learning successfully and plan for next steps. Children's learning records demonstrate that they are making good progress in relation to their starting points and capabilities.

There are strong partnerships in place with parents, other professionals and providers. Parents are extremely happy with the service provided. They comment that their children are progressing well and they are very happy to attend. Parents are kept informed about the activities that their children take part in and the progress that their children make. The pre-school has good systems in place to share information with other early years settings when children's care and learning are shared. They have good communication with other professionals, such as the area Special Educational Needs Coordinator, which helps to ensure a consistent approach.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	143112
<b>Local authority</b>	Somerset
<b>Inspection number</b>	836656
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	East Chinnock Under Fives Committee
<b>Date of previous inspection</b>	24/04/2009
<b>Telephone number</b>	07798 812540

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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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