

Chedworth Pre-School

The Village Hall, Chedworth, Cheltenham, Gloucester (Post only), GL54 4NJ



Inspection date	25 February 2015
Previous inspection date	31 October 2011

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

Summary of key findings for parents

This provision is good

- The indoor learning environment is appealing and well thought out for all children to enjoy. Staff provide a good range of equipment and activities to promote all areas of learning.
- Staff use assessment procedures effectively for monitoring children's progress and to identify what they need to learn next. Consequently, staff are particularly skilled at using spontaneous moments in children's play to consolidate and extend their previous learning.
- Children form warm and loving relationships with the staff who care for them each day, helping them develop strong bonds and promoting their emotional well-being.
- The new manager and strong staff team have effectively identified areas for improvement to ensure the pre-school is continually improving, as they aim to provide the highest quality of care.
- The staff implement robust policies and procedures consistently to protect children's welfare and well-being.

It is not yet outstanding because:

- Staff do not make the best use of the outdoor area to promote children's learning fully during the winter months. They do not always provide experiences and activities outdoors which promote children's learning in all areas, and staff occasionally limit the time children may spend outside.

What the setting needs to do to improve further

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

- make the most of the outdoor area for much more of the time and in all weathers, to enable children to choose from activities which extend all areas of learning.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the pre-school including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the preschool managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The good levels of staff qualifications and staff commitment to ongoing training means the quality of teaching is very good. The low ratio of children to adults means children receive good targeted support to achieve the next steps in their learning and they make good progress. Children are actively involved in reflecting on their own learning. For example, staff sit down with children and share their learning record photos. They remind children of their progress as they point out how easily they can manage tasks they once found difficult. As a result, children are confident learners who take pride in their achievements and persevere with challenging activities. Children are confident communicators as staff build conversations around their interests, narrate their play and teach them listening skills. Consequently, children who have communication and language delay catch up quickly. Children develop the skills and attitudes which help prepare them for school. Children develop a love for books and stories as staff build interesting activities around the book of the week. Staff teach children to read and write their names. Children learn to count, measure and recognise shapes through many activities. Group activities help children develop good social skills as they take turns and consider other's ideas.

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

Staff effectively support children's emotional well-being. Home visits help children settle well and they form close bonds with their key person. Staff support children really well in gaining independence and preparing for school. Children learn to put their coats on and visit the local reception class weekly. Staff organise the inside area effectively. Low-level resource containers enable children to make independent choices. However, staff do not always offer a wide variety of outdoor learning experiences for children on some winter days and they occasionally limit the time they can spend outside. This does not fully promote children's understanding of a healthy lifestyle or the learning of those children who prefer to play outside. Children behave exceptionally well as staff help them explore their emotions through stories and discussions, and they set clear boundaries.

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

The new manager has a good understanding of her responsibilities, and meets all the requirements of the Early Years Foundation Stage. All staff are aware of how to safeguard children and where to raise any concerns. The manager carries out regular staff supervision to monitor the quality of teaching and ensure ongoing training improves provision. The manager has recently developed self-evaluation systems to include checks on progress for both groups and individual children. The manager includes parents' views as she seeks to make improvements. Parents receive and share good information about their children's learning and care. This promotes good continuity for children.

Setting details

Unique reference number	101660
Local authority	Gloucestershire
Inspection number	839119
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	16
Name of provider	Chedworth Pre-school Committee
Date of previous inspection	31 October 2011
Telephone number	01285 720325

Chedworth Pre-School registered with Ofsted in 1976. The pre-school operates from the village hall, situated in the rural Cotswold village of Chedworth, north of Cirencester. There are three members of staff. The manager holds qualified teacher status and is working towards a Masters in Education. The two other staff hold childcare qualifications at Level 3. They are open each weekday during school term times. Sessions run Monday to Thursday from 8.45am until 12.45pm and Friday from 8.30am to 3pm.

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