

# Chedworth Pre-School

Village Hall, Chedworth, Cheltenham, Gloucestershire, GL54 4NQ



<b>Inspection date</b>	25 April 2017
Previous inspection date	25 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are very warm and welcoming and provide an inviting environment where children play with a range of good quality toys and resources. Children are confident, keen to explore, and become active and curious learners.
- The staff team works together extremely well to ensure that children's safety is supported fully at all times. For example, children help staff to carry out safety checks of the garden areas before they start to play to help build children's understanding of risks.
- Staff are very positive role models for children. They give clear guidance to them about expected behaviour. Children's behaviour is very good and they understand the boundaries and kindness rules.
- Staff complete regular and precise assessments of children and use these effectively to plan interesting activities. Children make good progress from their starting points.
- Leaders provide good support for staff and encourage further training to support and extend their teaching skills further. For example, staff attended training in how to develop children's outdoor learning and in language enrichment through storytelling.

### It is not yet outstanding because:

- At times, staff do not make the best use of children's choices and interests in activities, to help challenge and extend children's thinking skills to higher levels.
- Staff miss some chances to capitalise on opportunities for children to use links between letters and their sounds and to use mathematical language during play.

## What the setting needs to do to improve further

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

- build on ways to support and challenge children to think through their ideas when they are engaged in activities
- make the most of chances to develop children's mathematical language and their understanding of the links between letters and the sounds they make as part of the daily routine.

### Inspection activities

- The inspector observed staff's interactions with the children in play activities, indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the chair of the committee and the manager about leadership and management, safeguarding, and how they evaluate practice.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and development records, and talked to staff and children at appropriate times.
- The inspector carried out a joint observation with the manager and deputy manager.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

The dedicated committee and staff team conscientiously reflect on their service and create and effectively implement ongoing action plans. For example, they have extended the pre-school's opening hours and offer children care at breakfast time to support parents' needs. The manager's overall checks for assessing and planning for children's learning are effective. This helps to identify, with clarity, what children can do and how to support their future learning. Safeguarding is effective. Leaders and staff attend regular training to keep their child protection knowledge up to date. For example, they know the procedures to follow should they need to make an allegation against a member of staff. Staff establish strong relationships with parents and good partnerships with the local school to help ensure they meet children's individual needs. For example, children visit the Reception class each week and attend school events throughout the year.

### Quality of teaching, learning and assessment is good

Staff have a secure knowledge about each child's stages of learning, which they use in weekly meetings to inform each child's individual planning. Staff provide a wide range of activities and experiences that support children's learning. For example, children engaged readily in group time with staff, eagerly discussing the life of a bumble bee and the differences between living things. Staff reinforce children's learning, for example, giving them the opportunity to act out or draw what they experience. Staff encourage children's social and language development well. For example, children listen to each other politely as they share and describe a box of special treasures brought from home.

### Personal development, behaviour and welfare are good

The caring staff devote time to getting to know children and their families right from the start. For example, staff offer home visits to parents before children join. Staff support children's health well. Children choose what they would like to eat and staff encourage them to make healthy choices. Children happily choose to play either inside or outside. Children develop and challenge themselves physically using a variety of equipment and resources. Staff fully support children's understanding of the importance of keeping themselves and others safe. For example, they teach them about road safety and the safe use of outdoor play equipment.

### Outcomes for children are good

Children are confident learners and are well prepared for their later learning and their eventual move to school. Children manage their own hygiene needs, make decisions, and understand how to keep safe. They learn to do small personal tasks independently, such as putting on wellingtons and playsuits when preparing to go outside. Children develop their physical skills, for example, through drawing and building with construction toys.

## Setting details

<b>Unique reference number</b>	101660
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1088864
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Chedworth Pre-school Committee
<b>Registered person unique reference number</b>	RP910479
<b>Date of previous inspection</b>	25 February 2015
<b>Telephone number</b>	07761599915

Chedworth Pre-School registered in 1976. It is situated in the village of Chedworth, north of Cirencester. The pre-school opens each weekday from 8.45am to 2.45pm, during school term times. Breakfast care can be arranged. The committee employs two members of staff. The manager holds qualified teacher status. The other member of staff holds a relevant childcare qualification at level 3. The nursery receives funding for free early education for children aged two, three and four years.

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