



Chawton Pre-School

Inspection report for early years provision

Unique Reference Number	109858
Inspection date	27 June 2006
Inspector	Jacqueline, Ann Connell
Setting Address	Chawton Village Hall, Chawton, Alton, Hampshire, GU34 1SB
Telephone number	01420 84267
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Registered person	Chawton Pre-school
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Chawton Pre-School has been in operation for over 15 years and is run by a voluntary management committee, made up of parents of children at the pre-school. It is situated in Chawton Village Hall, which provides a hall, kitchen and toilets, and an enclosed outdoor area. Outings are taken to the local park and school. A maximum of 26 children may attend the pre-school at any one time. The pre-school operates during term time. Sessions are held on Monday and Friday from 09.30 to

13.00, Tuesday from 09.30 to 14.30, and Thursday from 09.30 to 12.00. Children attend for a variety of sessions.

There are currently 30 children from two years six months to under five years on roll. Of these, 23 receive funding for early education. Children come from the surrounding area. The group supports children with learning difficulties, disabilities and those for whom English is an additional language.

The pre-school employs six members of staff. Of these, three hold an appropriate early years qualification and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a firm understanding of good hygiene and personal care as they progress through the pre-school. They become independent in their self-care skills and learn that they must wash their hands before eating to prevent germs from spreading. They take themselves to the toilet and then remember to wash their hands. Children's health is promoted because staff talk to them about keeping healthy and follow good hygiene procedures to minimise the spread of infection.

Children develop good eating habits because staff encourage healthy eating. They ask parents to provide fruit or vegetables at snack time and encourage them to supply nutritional packed lunches. Meal times are happy, social occasions and children have time to eat at their own pace. Children have frequent drinks to keep well hydrated. The staff are aware of the children's individual dietary requirements and ensure these are respected.

Staff encourage children to have a quiet time after lunch so that they feel rested. Some children find this difficult because there is no comfortable area for relaxation. Children's welfare is supported as all members of staff hold a first aid qualification and there are procedures in place to record accidents. Parents become fully aware of any accidents, because they sign the completed records. However, although they receive information about the emergency procedures, parents do not give written consent to seek emergency treatment or advice. Children's medical requirements are known to staff, which promotes their good health.

Children benefit from regular opportunities to play outside in the fresh air. They enjoy a wide range of physical activities, both indoors and outside. These contribute to their good health and help them to develop a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel secure in the playroom where the displays of pictures and posters make

it a welcoming and inviting environment. They develop confidence as they move safely and freely around the well-organised furniture and equipment. Their safety is promoted because staff identify potential hazards through regular risk assessments and daily checks and follow good procedures to maintain a safe environment. The premises are very secure and staff vigilantly monitor the doors to ensure only known adults have access to the building. Children learn about keeping safe through discussion with the staff and planned activities. For instance, staff talk to them about road safety and arrange for a police officer to visit the pre-school to reinforce this message.

The furniture and play materials are in good condition and meet the needs of the children. Children independently choose from the very broad range of safe, good quality toys and play materials, which provide challenge. They access them easily since they are well stored to encourage self-selection. They keep free from harm because the staff check the equipment regularly to ensure it is safe and clean.

The required procedures and documents are in place and understood by staff so that children's health, safety and welfare is promoted. For example, there are clear fire procedures and procedures for use when taking children out. All members of staff are aware of their professional duty to protect children and understand the child protection procedures. This ensures the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter happily and quickly become involved in their play. They enjoy their time in the setting and respond well to the staff's support and encouragement. They become increasingly confident as they develop strong and secure relationships with the warm and caring staff who know the children very well. Their self-esteem grows when they receive praise for developing a new skill, such as counting to a high number for the first time.

Children play well together and enjoy one another's company. They take part in a broad range of activities which support their development and learning and provide them with a wealth of new experiences. Children under three years benefit from the staff's use of the Birth to three matters material, which helps to ensure all their developmental needs are met.

Nursery Education

The quality of teaching and learning is good. Children are enthusiastic and very keen to take part in the good range of activities that are available to them. Staff have a secure knowledge of the Foundation Stage. They provide a well balanced programme of planned activities that promote children's learning and allow them to progress through the stepping-stones towards the early learning goals. Staff observe and record children's progress and development. This enables them to identify the next stage of learning. Staff manage children effectively using positive behaviour management. They show consistent interest and have a high level of interaction with

the children.

Children speak confidently to one another, both in large group situations and whilst playing together. They use language well to negotiate and express their ideas. For example, during group time, they discuss the weather and decide on suitable clothing. Children are learning that print carries meaning and is read from left to right. They enjoy listening to stories and some children are able to recount their favourite stories. They learn to recognise their own name and begin to make their mark and to make writing patterns. The more able children confidently write their names and name their work. There are frequent opportunities for them to link sounds and letters, for instance when they think about other words beginning with the letter M or talk about Bobby blue tit. Some children use their phonic knowledge to spell their name.

Children have a good knowledge of mathematical concepts. They confidently use mathematical language and problem solve through planned and spontaneous activities. For example, they learn the concept of more and less when they discuss the number of boys and girls in the group. Children say and use number names in order and can count reliably up to 10. Some children can count much higher. They competently use technical equipment such as keyboards and programmed toys.

Children relate confidently to each other and to adults. They co-operate with one another and share their toys and resources well. Children are enthusiastic and keen to participate in the activities provided. For instance, they eagerly make finger puppets and play with the magnets. They show good independence when they clear away activities before snack time and manage their own lunch boxes. However, staff do not always allow children to be fully independent. They sometimes complete tasks that the children can undertake for themselves. For example, they pour their drinks at snack time.

Children show a good awareness of space and movement through planned activities and action games, when they move freely around the hall. Staff provide children with a good range of activities to develop their manipulative and fine motor skills. They use scissors, paintbrushes, glue sticks and pencils well. Activities, such as making christingles at Christmas time, especially encourage these skills. Children have daily opportunities to develop their large motor skills. They enjoy peddling the wheeled toys, running races and throwing and catching balls. They are also very competent when using the climbing frame, slide and trampoline. These help to develop their balance and co-ordination.

Children can express and communicate their ideas, thoughts and feelings by using a range of creative materials. They are encouraged to use their imagination in a variety of different ways such as free style painting and collage. They become absorbed in their role-play and enjoy dressing up. They experiment with different materials, for instance when they paint with feathers or make bread dough. However, although they have frequent access to play dough, they have limited opportunities to experience natural materials such as sand. Children extend their musical experience when they sing rhymes or try making high and low sounds with musical instruments. They enjoy using different instruments to make the sounds in stories such as 'Peace at Last'.

Children have extensive opportunities to learn about the natural world when they go for nature walks or take part in topics which enhance their knowledge of wildlife. For example, the topic about birds helps them to become more observant and to watch the birds in their garden at home. They learn more about their local community when they visit the village school or church. They meet some of the local people when they come into the pre-school to read stories or talk to the children.

Helping children make a positive contribution

The provision is good.

Children feel happy, valued and respected because the staff have a good understanding of their individual needs and ensure all children are included. Those with learning difficulties and disabilities are fully included in the life of the pre-school because staff offer good support. They do this by working closely with the child's parents, seeking advice from other professionals and ensuring the learning programme meets any specific needs.

All children play together very happily. They learn to show care and kindness to one another as they share their toys and take turns. They behave well because they understand the ground rules for behaviour. Skilful observation and sensitive intervention by staff means that they resolve the occasional behavioural concerns very quickly. Calm explanations help children to understand about acceptable behaviour and learn to show respect to one another. Children's self-esteem grows as they respond to praise, for instance, when they help each other to clear up after an activity. Their independence increases because they choose their own activities and decide for themselves when they need to use the toilet. Children learn to have a positive view of people in the wider world through discussion with the staff and the wide range of resources and planned activities, which reflect diversity. For example, they celebrate a variety of festivals such as Chinese New Year, Diwali, Harvest and Christmas.

Children's spiritual, moral, social and cultural development is fostered. They show wonder, for example as they watch snow falling, go for nature walks and see deer and wild flowers, or observe birds in flight. They are caring towards one another and begin to understand the difference between right and wrong. Children engage in conversation spontaneously, with both adults and other children. They chat informally while they eat their snack or lunch. They extend their cultural knowledge when they visit the village church or look at books about people from other cultures.

The partnership with parents is good. Staff develop a friendly, working relationship with parents who become involved in the pre-school as committee members and parent helpers. Parents understand about the Foundation Stage and how their children learn. They feel involved in their children's learning because there are activities which are shared between home and the pre-school. For instance, sometimes children take the pre-school bear home and keep a diary about his visit or they count the number of birds they see in their garden, as part of the theme about birds. Parents are well informed about their child's progress because they speak to staff each day and have open meetings when they can see and discuss their child's

work with the key worker. They have regular newsletters and access to the pre-school's policies and procedures so that they understand how it is organised. However, the contact details for Ofsted, should they wish to make a complaint, are not easily accessible and there is no log of complaints in place.

Organisation

The organisation is good.

Children are confident to initiate and extend their own play because they feel relaxed and happy at the pre-school. The familiar routine and well-organised space helps them to feel secure. There is a good balance of indoor and outdoor activities. Staff make plans for each session but are very flexible and quickly change the arrangements when, for example, children do not show interest in an activity and become easily distracted. They frequently exceed the required staffing ratios so that children have very good support at all times.

Staff work well together and provide good continuity of care for the children. They are committed to further training to ensure their knowledge and skills are up to date. All staff are vetted and there are induction procedures for new members of staff so they understand their responsibilities. Records are kept appropriately and most documentation is in place and used effectively to promote the health and welfare of the children.

The quality of leadership and management is good.

The leader is focused and aims to ensure all children learn and achieve to the maximum of their potential. She is strongly committed to providing high standards in the pre-school and to building a strong team of staff to support her in this task. She has high expectations of the staff and does annual appraisals in order to identify their training needs and support their professional development. She has regular staff meetings and involves staff in planning and the observation of the children. She monitors the delivery of the Foundation Stage curriculum to ensure children are achieving and progressing well. She encourages staff to support her in this in order to identify strengths and areas for improvement. She builds good relationships with children, parents and staff and promotes equality of opportunity and an inclusive environment. The registered person is committed to providing children with high quality care and learning. She works closely with the leader in order to achieve this.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure that all necessary detail is recorded in the documentation, especially with regard to the times of children's arrival and departure, that there is a policy relating to lost children and to ensure that the premises are maintained at an adequate and comfortable temperature.

Parents now sign to record the times of arrival and departure of the children. There is a policy for lost children and staff have procedures in place to ensure an adequate and appropriate temperature is maintained.

At the last Nursery Education inspection staff were asked to make use of incidental opportunities to extend children's learning further, develop a system to manage children's behaviour consistently and to develop a system to identify and assess children with Special Educational Needs and increase understanding of the code of practice.

Staff are flexible and make good use of spontaneous incidents. They encourage good links between the child's home and the pre-school topics. They have implemented good and effective procedures to manage behaviour. There is now a trained co-ordinator and clear procedures in place for working with children with special educational needs.

These measures contribute to the children's welfare and learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there is written parental consent to seek emergency advice or treatment
- ensure there are appropriate facilities for children who need to rest
- ensure there is a log of complaints and that parents are aware of the contact

details for Ofsted, should they wish to make a complaint

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop opportunities for children to become independent
- increase opportunities for children to experience natural materials such as sand

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk