



# Chipping Childrens Community Alliance

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336889
<b>Inspection date</b>	06 October 2006
<b>Inspector</b>	Ferroza Saiyed
<b>Setting Address</b>	Brabins Endowed Primary School, Longridge Road, Chipping, PRESTON, PR3 2QD
<b>Telephone number</b>	01995 61596
<b>E-mail</b>	
<b>Registered person</b>	Chipping Children's Community Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Chipping Children's Community Alliance is a voluntary organisation which has been registered since July 2006. It operates from Brabins Endowed Primary School in Chipping, situated in the Ribble Valley.

The children have access to two classrooms with an adjoining door, the school hall and the school library area. Toilet facilities are shared with the school during the normal school day. Outdoor play is provided in the school playground.

The setting is open five days a week during term time only. The pre-school operates between 09.00 and 11.30 with the option to stay for lunch between 11.30 and 12.30 if parents wish. The out of school club operates between 07.30 and 09.00 and also between 15.20 and 17.30.

There are currently 14 children on roll. Of these, 12 children receive funding for nursery education. There are no children with special needs or children who have English as an additional language. Children attend for a variety of sessions and are drawn from the local and wider community.

The committee employs a qualified manager and four other qualified members of staff to work with children. The setting receives advice and support from the local authority, Sure Start and Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are actively helped to be healthy and to gain an understanding of good health and hygiene practices because staff positively encourage children to look after their own personal needs. Children are extremely motivated when attending to themselves in the bathroom. They develop great independence and an awareness of personal hygiene as they learn to wash and dry their hands properly. Children stay healthy because staff follow current health and hygiene procedures; they read and implement the policies. Children's medical needs are very well met as staff are qualified in first aid, and all documentation regarding medical details is fully maintained.

Parents' wishes are fully considered so that children's individual health and dietary needs are met appropriately. Snacks and mealtimes are relaxed and sociable occasions; children express their preferences and make choices. Children understand the importance of healthy eating and good nutrition as they are involved in helping at snack times. Staff talk about milk making you strong and healthy. Children join in the discussion of where milk comes from and one child informed staff that she has 20 cows on her farm.

Children enjoy and delight in physical play during outdoor activities. They enjoy practising their skills, with most children being competent, skilful and in control of their bikes. The children show good control of their movements as they ride their bikes stopping, starting and changing direction. However, there are insufficient opportunities for children to access small and large apparatus to develop their large motor skills. They take great pleasure in moving around in large and small circles during a well-known pre-school rhyme activity. Children move with confidence around the playground and show a good sense of space and bodily awareness. Children know the need to wear their coats and sweatshirt because 'it is cold outside', as one child informed the inspector. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, to increase their hand-eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in bright, well-maintained setting which staff make attractive and welcoming. They create a stimulating environment by making good use of the available space in a skilled manner; they display children's work and put out an interesting range of toys and

equipment each session. This helps to develop children's sense of belonging and interest in learning. The environment is well organised, helping children to move around safely and independently. The range of toys and equipment is suitable for different ages and abilities, meeting children's needs effectively. Resources are well organised in child-height storage units to develop their independence and enhance their play.

Children are kept very safe because the staff have a very good understanding of safety procedures. Staff take effective measures to ensure children's safety indoors and outdoors. A daily safety check of the premises is carried out to assess potential risks to children of indoor and outdoor activities and equipment. Safety procedures are reviewed periodically, which contributes to children's ongoing safety. Children learn about safe practice because staff give clear explanations about how to keep themselves safe and model good safety practices. For example, staying away from the door and looking where they are going. Children learn to protect themselves in the event of a fire or emergency through regularly practising the emergency evacuation procedure.

Children are well protected because staff understand their role in child protection. They have not all attended specific child protection training but are all familiar with their own policy and the local guidance, and feel fully able to implement appropriate procedures if necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children develop confidence and self-esteem because of excellent interactions from staff. Activities are exciting and stimulating and give children the opportunity to explore their environment and investigate their surroundings. Activities are well planned and resourced to challenge varied understanding while giving children the opportunity to succeed at their own level. Children are extremely interested in what they are doing. They are given space and time to develop their own ideas and interests. For example, when children make their cake from play dough, they use their own ideas to produce original creations. Children benefit from the very wide selections of planned and free-play activities that are on offer, which stimulates a love of learning and an interest to acquire new knowledge and skills. Relationships between staff and children are extremely good. There is an atmosphere of mutual respect in which everyone is able to succeed.

### **Nursery Education**

The quality of teaching and learning is good.

Staff have a secure knowledge and understanding of the Foundation Stage guidance and how this can be used to provide a balanced curriculum and to help children to make progress. Most staff have received training in the Foundation Stage, which helps them to support children's learning well. An extremely stimulating learning environment has been created using natural and manufactured items for displays and resources. The area are attractively displayed and organised to stimulate learning and independence.

Staff have high expectations of children's behaviour and what they can achieve. Methods employed motivate the children, maintain their interest, and help them to succeed to their own level. Staff question children effectively to help them think and express themselves, or develop the learning opportunities of planned and unscheduled activities. There are times for active play, quiet times, whole group and individual times, and directed activities are well paced to maintain motivation and interest. Children are making good progress overall because staff have a secure knowledge of how to plan activities which embrace each area of learning. Staff gather much useful information about children's starting point from parents. Staff use this effectively to plan the children's next steps in their learning. This means that children are sufficiently challenged.

Children settle well into the pre-school and show a sense of belonging as they greet staff and each other. They are involved and interested in activities throughout the session. The children display increasing self-confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children behave extremely well and respond appropriately to the requests of staff and their peers. Children are well mannered and courteous to other children and staff. Children are beginning to learn to share and take turns, for example, when using the computer.

Children persist at their play for long periods and develop their ideas and thinking as they take part in good quality planned activities. They make good progress towards the early learning goals for all six areas of learning. Children confidently practise their writing skills as they access the mark making area to write their own name and draw. They use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They ask how, what and why questions of the staff and actively seek information regarding their play. Children enjoy story time and understand that books have meaning and a storyline. Children sit and read to each other quietly in the book corner. This promotes their handling of and enjoyment of books. Children are able to count to 10 and many well beyond. They are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities. They are confident in naming colours and shapes as they readily discuss blue, brown, big and small during their play.

The children have sense of the local community as they become involved in the 'Harvest Festival'. Children develop a sense of the wider community and a sense of time and place as they learn about different cultures and family lifestyles. Children delight in using the computer as they operate simple programmes and develop their skills in controlling the mouse. Information and Communication Technology is well used to support children's learning. Children take pleasure in physical play during outdoor activities.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected as they are welcomed into the setting. They respond to support and encouragement as they participate in all aspects of the session. Staff display genuine care and affection towards the children. Children have a wide selection resources which reflect diversity and staff are fully aware of how to promote this aspect of learning in their practice. Children, therefore, learn about a diverse society. Clear and effective arrangements

are in place to care for children with special educational needs. Staff have attended training and work closely with parents and outside agencies to ensure children receive good support.

Staff set boundaries and guidelines which enable children to take responsibility for their own behaviour, taking into account the age and stage of development of the child. Children learn to manage their behaviour well because staff use positive strategies, such as using praise to reinforce good behaviour, and because staff act as good role models, encouraging children by the effective use of praise. They use manners, which are actively encouraged by staff at every opportunity, and act courteously towards their peers, adults and visitors. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from sound relationships between parents and staff. The staff work well with parents; however, they are not actively encouraged to take part in their children's learning. Although information on themes, the curriculum and activities are available for parents, staff do not invite parents to make comments based on their knowledge from home. Therefore, parents cannot contribute in their child's learning and development. Parents are kept informed about the setting and their child through information including noticeboards, policies and good communication on arrival and departure.

## **Organisation**

The organisation is good.

Children move freely through a well-organised setting which maximises play opportunities. Most policies and procedures are used effectively to promote the welfare, care and education of the children. However, some of the procedures and policies reflect the previous registration, which compromises children's welfare. All the required documentation which contributes to children's health, safety and well-being is in place. However, there is an oversight of dates not recorded in the accident records and the risk assessment. There is continuity of care, and staff have worked alongside each other for many years and they work very well as a team. This continuity of care benefits children, who receive consistent care and educational experience because staff have a shared understanding of good practice.

The leadership and management is good.

Leadership and management is very good. There is strong leadership of the setting; staff are clear about their roles and responsibilities. Training is encouraged for all staff, who work well together as a team and support each other in their roles. Activities are evaluated and there is a commitment to continuous improvement and the needs of the children. Staff have a clear understanding of the early learning goals, which leads to well-planned, high quality activities which promote the children's learning. Staff interaction is positive, sensitive and appropriate, and thus fosters the children's self-esteem and self-confidence.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 policies and procedures reflect the current registration and make sure risk assessment and accident records are dated.

#### **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):

- provide large scale climbing apparatus to promote children's physical development and skills
- increase parent involvement in children's learning and develop a system for sharing information about children's progress.

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](http://www.ofsted.gov.uk)