



Chedzoy Pre-School

Inspection report for early years provision

Unique Reference Number	EY268136
Inspection date	16 January 2007
Inspector	Carol Cox
Setting Address	Morganians R.F.C, Chedzoy Lane, Bridgwater, Somerset, TA7 8QW
Telephone number	07989034180
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Registered person	Chedzoy Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Chedzoy Pre-School opened in September 1973. It operates from the Morganians Rugby Club on the outskirts of Chedzoy, Somerset. The group have use of a large hall, kitchen, toilet facilities, store room and outside play area. The pre-school is committee run and serves the immediate area and nearby town of Bridgwater. A maximum of 26 children aged from two to four years may attend the pre-school at any one time. The pre-school operates from 09:00 to 11:45 each weekday morning during term time. The pre-school also offers the opportunity for children to stay for lunch club from 11:45 to 13:30.

There are currently 36 children from two to four years on roll. Of these, 27 children receive funding for early education. Children attend for a variety of sessions. Mothers and toddlers are welcomed into the group on Monday and Friday between the hours of 10:00 and 11:30 which

helps children to settle into the pre-school when they attend on their own. The pre-school has experience of supporting children with learning difficulties and/or disabilities.

The pre-school employs six members of staff. Of these two members of staff hold early years qualifications to level 3 and one member of staff is a qualified teacher. Three other members of staff are currently working towards recognised early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted by knowledgeable staff, who practise good policies and procedures and encourage children to learn self care skills. For example, children learn to fetch a tissue to blow their noses and how to dispose of used tissues in the bin. Older children use the toilet independently and younger children are supported appropriately. There are clear procedures in place to record information and guidance for the administration of medication to children, although none has recently been administered. Staff are appropriately qualified in paediatric first aid and all accidents are well recorded.

Children enjoy regular physical exercise, both inside the large hall and outside. Children thoroughly enjoy showing off their physical skills on the climbing frame and learn to take sensible safety measures. For example, they all understand that a member of staff must be present when they are climbing. When it is too muddy outside, the hall is large enough for them to tear around on bikes and ride on toys. They enjoy weaving in and out and show how skilled they are at making pathways between tables and carefully avoid other children. Children develop good small motor skills when using a range of tools and equipment. They use their bodies to move in different ways and thoroughly enjoyed a raucous game of okey cokey.

The pre-school staff help children learn about their bodily needs through good routines, such as putting on their own coats at home time, and topic work such as healthy eating. Children try different foods at snack time and all know they must eat the savoury items in their lunch boxes first.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe and secure environment. The premises are large and offer good space for physical exercise when weather is inclement. The pre-school uses an area outside when weather permits but this is sometimes too muddy. The group take children on walks to local amenities and use these activities to help children learn about road safety. Staff and children wear fluorescent jackets and practise safe road awareness. There is a stringent policy in place to ensure safety on outings. Inside the hall there is a wealth of resources, toys and equipment to stimulate children's interests and desire for learning. Resources are made easily available to children who are free to make choices about their own activities. There are sensible evacuation procedures in place and regular fire drills are held.

Staff are well informed about local child protection procedures and attend regular training to update their knowledge. There are clear procedures in the event of a child being lost or uncollected and children's registration forms clearly identify those authorised to collect children.

Helping children achieve well and enjoy what they do

The provision is good.

The pre-school offers an interesting and fun provision for children from two years. Younger children enjoy sharing activities with older children and benefit from the wide range of toys and resources. However, at times activities are not always appropriate for younger children and they quickly lose interest. For example, during a discussion about France younger children were unable to understand the concept of a different country and were bored. Staff acknowledge that at times they should plan to offer different activities which are relevant to the ages and levels of understanding of the children present.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage curriculum and use clear and well written observations of children's achievements when planning future activities to ensure the individual learning needs of each child are considered. Staff place great emphasis on children learning through play and use children's own interests to plan activities. For example, children greatly enjoyed playing a circle game with a large ball and asked staff if they could play again the following day, staff were delighted to agree. Children enjoy many opportunities to develop good independence skills. For example, they choose their own activities, access some resources and are encouraged to use equipment independently.

Knowledgeable staff plan carefully to ensure that all areas of learning are covered and children make good progress across all areas of the curriculum. Children learn about the lives and occupations of others through visits to local amenities, such as the post box, local shop and library. Children enjoy joining in local community events and were thrilled to watch a carnival cart being constructed in the workshop next door.

Staff ensure that children develop their mathematical skills in everyday activities, such as counting cups at snack time. Staff provide good opportunities for children to practise their physical skills through planned activities using a variety of tools and equipment. Children enjoy using mark making implements in the office role play and some children are beginning to write their own names on their work. However, there are limited opportunities to encourage children to use mark making in other activities, consequently some children have little interest or practise in developing these skills.

Children show very good imagination when playing in the role play area and with small world toys. They enjoy using different materials and media in planned activities, however, they have little opportunity to create their own ideas or explore and experiment freely with freely chosen materials and resources. They knew exactly what to do and were able to explain what would happen if they put the original the wrong way round. They enthusiastically join in favourite songs and can beat out and follow changing rhythms. Children enjoy investigating how things

work and are encouraged to use equipment themselves. For example, two four-year-old girls insisted on using the photocopier to make copies of their pictures.

Helping children make a positive contribution

The provision is good.

Children are confident and settled and show good self esteem. They learn about the lives of others and enjoy celebrating festivals from within their own community and those of other cultures. For example, they celebrate carnival and Christmas and also enjoyed learning about Divali and Chinese New Year. The staff have high expectations of good behaviour and talk to children calmly and present good role models. Children learn how their behaviour may affect others, for example, when the mums and toddlers are present older children show care and consideration. Staff are skilled at identifying the needs of individual children and experienced at working closely with parents and other professionals to promote learning and development for children with learning difficulties or disabilities. A mums and toddlers' group meets at the pre-school on two mornings a week which helps children become accustomed to staff so they settle very quickly when they begin to attend pre-school sessions.

Partnership with parents and carers is good. Parents and carers are given clear information about the pre-school and the notice board and newsletters give information about the term's topics. Parents are welcome to help during sessions and parents are invited to contribute resources. Key workers regularly share the excellent learning profiles with parents which helps them understand how their children are progressing within the Foundation Stage curriculum. Staff have produced some very informative photo boards to explain the different areas of learning, parents say they appreciate seeing what their children are doing.

The spiritual, moral, social and cultural development of children is fostered.

Organisation

The organisation is good.

Leadership and management is good. The pre-school is well organised and offers children a safe and interesting place to learn, play and develop with good support from staff. The pre-school leaders are well qualified and other staff are working towards recognised qualifications. The pre-school is managed by a parents' committee which offers good support to staff. There are clear systems in place for the recruitment and induction of staff. Staff are supported by a regular appraisal system which helps identify individual training needs. There are clear and well written policies and procedures in place to ensure a safe and secure environment for staff and children.

Most necessary documentation and records are completed and shared with parents in confidence and stored securely. However, the registration system does not record the actual hours of staff and children's attendance. 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 pre-school was asked to make the following improvements: to improve hand washing practices; to undertake risk assessments of the setting; to update policies and procedures in line with National Standards. All of the above issues have been addressed satisfactorily, the committee have reviewed all policies and procedures in line with guidance, these policies are shared with staff who sign to confirm they have read them. There is a new system in place for hand washing; a bowl and paper towels are used for children to rinse their hands after messy play and older children access the toilets independently, younger children are supported appropriately. An annual risk assessment of the premises and activities is recorded and supplemented by daily checks to ensure that children's safety is ensured. The staff practise regular fire drills which are recorded, however, on the day of inspection the records were not available.

At the last education inspection the following issues were raised: to provide more opportunities for children to recognise numbers and practise writing in practical situations; to develop a system to link planning with assessments and to share assessment records with parents. Children now enjoy many opportunities to use and recognise numbers in their daily routines, they play number games and identify dates for their calendar at registration. The role play and mark making areas offer plenty of practise in using writing skills in planned activities. The staff have developed a thorough system to record and assess children's progress through the Foundation Stage stepping stones. These records are used to plan next learning and are shared with parents. Staff have recently changed their system of planning to include information about intended learning outcomes and to identify where children may need extra support or challenge to progress.

Complaints since the last inspection

Since the last inspection 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 complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- record actual times of children's and staff's attendance
- develop a range of activities to support the learning and development of children aged under three years

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 the system to plan for children's learning
- ensure children enjoy opportunities to use mark making skills in a wide range of everyday activities and encourage children to express themselves creatively through free access to a range of materials and media

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk