



## Chipstead Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	122428
<b>Inspection date</b>	24 January 2007
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<b>Registered person</b>	Chipstead Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Chipstead Pre-School opened in 1970's. The group is managed through a parent committee and the pre-school supervisor. It operates from a multi-purpose village hall, adjacent to the children's playground in the village of Chipstead, within the county of Surrey. The pre-school serves the local community. The group is registered for a maximum of 24 children from two years to five years. Children attend for a variety of morning sessions.

There are currently 31 children aged from two to under five years on roll. Of these, 16 receive funding for early education.

The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens Monday to Friday each week during school term times. Sessions are from 09.30 to 12.00. The pre-school employs seven staff and has

regular parent helpers. The leaders and the majority of staff have appropriate Early Years Qualifications.

The setting receives support from the Early Years Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are encouraged to develop healthy eating habits when they choose from a variety of fruit and bread sticks at snack time and enjoy water or milk to drink. They begin to learn about good hygiene practices when they wash their hands before they eat and after they use the toilet. Staff follow procedures such as cleaning tables before snack time. This helps reduce the risk of cross-contamination.

Good care is taken of children if they have an accident or are unwell because the majority of staff have completed first aid training and can respond appropriately to minor injuries. Systems are in place to record any accidents so that parents are kept well informed. The setting has written permission from parents to take children to hospital in an emergency, which means staff will act in the best interest of the children. The setting administers medication to children if it is required, but only if parents have given their written consent. This supports children's health.

Children enjoy a range of physical activities, which contribute to their good health. They have opportunities to roll hoops, play balls games, go for walks across the local fields and have fun in the enclosed picnic area adjacent to the hall. Children's fine motor skills are developed through the use of cutters, paintbrushes, glue sticks and pencils, which are used as a part of their integral play.

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

The provision is outstanding.

Children are cared for in a well-maintained environment. Good systems are in place to ensure the safety of the children as they arrive and depart the setting. Good staff deployment on the door ensures that children only leave with the designated adult. There are also comprehensive policies in place for non-collection of children and lost children.

Children's safety is extremely well promoted in the setting because staff are vigilant about the safety of the children's activities and ensure they are very well supervised. Children are able to independently select activities from the wide range of resources and equipment in all areas of the setting. Staff monitor and supervise children's choice of equipment to make sure they are safe and appropriate for their age and stage of development. They are organised very well to create an accessible and stimulating environment.

Staff take effective steps to identify and reduce all potential hazards. They make regular checks of the building and use a daily health and safety checklist to ensure all necessary precautions

are in place. Children have access to a very good range of resources that are suitable for their age and stage of development. Staff check toys and play materials regularly for wear and tear and there are very effective systems in place for washing equipment to make sure it is kept clean and in good condition. This all helps minimise children's risk of accidental injury and ensures they can play safely.

Staff place a strong emphasis on supervising children at all times and have an excellent understanding of their responsibilities in this area. Children begin to learn to keep themselves safe when they are reminded why they must not run inside or why they must not throw sand.

Children's welfare is paramount and staff protect them from possible abuse due to a clear understanding of their roles and responsibilities. This ensures staff quickly recognise when a child is at risk and can act in the child's best interests. All staff attend training to enhance their knowledge in this area and are clear on reporting procedures.

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

The provision is good.

Children happily enter the setting and settle quickly. They confidently choose what to play with. Children who are less keen to separate from their parents receive attentive support from caring staff. Children and staff have good relationships. Staff set out stimulating activities for children each day, which capture children's imaginations, making them keen to take part. For example, children enjoy role-play area, which is set up as the jungle to support the theme of Africa.

Children are confident, independent and have good self-esteem. They learn to co-operate and work together with their peers by playing games, taking turns and helping to tidy. They relate well to one another and have formed good friendships. Children behave well and understand the rules and boundaries of the group. They respond to staff requests for good behaviour and benefit from an explanation that helps them to understand the impact of their behaviour.

Staff demonstrate a good understanding of the Birth to three framework. Written plans clearly refer to the framework. Observations and individual learning plans indicate that staff clearly know what each child can do. They effectively use this knowledge to provide activities, which encourage further progress and development

### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress as staff plan activities that promote children's learning. Children are engaged in a range of stimulating activities each day and have access to resources, which support their learning across the six areas of the Foundation Stage. Parents contribute to the gathering of information about each child when they start at the setting. Staff make spontaneous observations of children during their play and use these to set regular targets for children's learning.

Staff are good role models and demonstrate a positive attitude towards learning in an enthusiastic manner. The organisation of the resources lends itself to provide a free flow play situation where children can be independent in their learning.

From the time the children come into the setting they are engaged in a range of activities that occupy and interest them. For example, children are learning about Africa. They have discovered what animals live in Africa and different types of African instruments and fruits that are grown in Africa. They also have the opportunity to taste such fruits at snack time.

Children are confident within the setting and are able to choose what activities they wish to explore each day. All staff support each child as they play and learn, they are skilled at asking open questions that make children think. Some children link up together, helping each other to do puzzles and cooperating with each other in their play. Children's independence is well promoted within the setting, such as washing their hands after painting, finding their name to put on the boards at snack time and serving their own fruit and drinks whilst at the snack table.

Children speak confidently to their peers and adults and talk openly during activities. Children have access to a good range of writing materials and have suitable opportunities to make marks. However, not all children are consistently encouraged to label their own work, for example, by writing their own name. Children have opportunities to recognise written words that are displayed around the setting. Children enjoy books, handle them carefully and are encouraged to take books home to share with their parents.

Children gain a good understanding of numbers, shape, measure and other mathematical concepts. Staff regularly use the everyday routine to encourage children to think about number, counting and simple calculation. Children use mathematical language within everyday situations and show that they understand size and shape, for example, when deciding which shape of carpet to sit on at circle time and if there is enough room to put the triangular carpet in that particular space.

Children learn about the natural world when they take part in mini-beast and butterfly projects. They talk about life cycles and examine things around them using magnifying glasses. They build and design using glue, pipe cleaners and recycled materials, however, there are fewer opportunities for children to extend upon the resources set out for them to further develop their creative project, for example, to be able to cut materials to add to their design.

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

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context of each child. Children's behaviour is good. Staff support younger children in sharing and taking turns. They have high expectations and set boundaries for the older more able children, which help them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the pre-school resources and each other.

Children have access to a good range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their understanding of others, for example, the children celebrate various religious festivals and learn about cultural differences between countries. The staff work effectively to gain knowledge of the children. It was evident that they have a good knowledge of the children's individual needs. The setting fosters children's spiritual, moral, social and cultural development.

Children who have English as an additional language and who have learning difficulties and/or disabilities are welcome in the setting and given good support by the dedicated staff, who encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment as well as their full potential.

Partnership with parents is outstanding and contributes to children's well being in the pre-school. Parent's views about their child's needs and interests are actively sought before they start at the setting. The setting provides parents with regular newsletters, keeping them informed of events at the pre-school and the parents notice board keeps them abreast of current events and the policies and procedures relating to the group. Parents receive good information about the Foundation Stage of learning when their children are eligible for funding. They are invited to open mornings where their children's progress can be discussed with key staff and their work looked at. Parents are actively encouraged to spend time helping in the setting on a rota basis. Parents are very satisfied with the care their child receives and comments received include, "staff are excellent they go over and above what I would expect of them" and "My child loves it here".

## **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. They work well as a team, communicating clearly to meet the needs of the children. The clear recruitment procedure ensures that staff working in the setting are suitable to do so. The manager ensures the child to staff ratios are maintained at all times, and over 50% of the staff hold recognised childcare qualifications.

Most mandatory records are in place to ensure the safe and effective management of the setting in order to promote children's welfare. However, the complaints policies require updating.

The leadership and management of the setting are good. There are clear aims for the provision and staff demonstrate a commitment to continually improving the quality of care and education. The manager is hands on and leads by example. Staff are well supported and show a good understanding of their role and responsibility. They have the opportunity for professional development and are actively encouraged to attend courses, which enrich their good practice. The setting meets the needs of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection two recommendations were raised to improve the care given to children. Since then good progress has been made and all staff have a good working knowledge of all

of the policies and procedures relating to the setting. Accidents are also clearly recorded with parent's signatures to acknowledge the accident. This supports children's safety.

At the last inspection three recommendations were raised to improve the nursery education given to children. Since then good progress has been made and staff's knowledge and delivery of the Foundation Stage has improved. Two further recommendations have been raised at this inspection to further develop and extend the learning opportunities for three to five year olds.

### **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 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**

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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):

- update the complaints procedure to include current contact details.

#### **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):

- increase the opportunities provided for children to extend their independence during creative activities
- ensure children are consistently encouraged to label their own work

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