



## **Cherhill Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337888
<b>Inspection date</b>	15 January 2007
<b>Inspector</b>	Charlotte Jenkin
<b>Setting Address</b>	Cherhill Primary School, Middle Lane, Cherhill, CALNE, Wiltshire, SN11 8XX
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<b>Registered person</b>	Cherhill Playgroup
<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?

Cherhill Pre-School has been registered in its current premises since July 2006. It was formerly Cherhill Playgroup which operated for over 28 years from the village hall. The group is set in the grounds of Cherhill Primary School and is registered to care for 32 children aged from two to five years. There are currently 42 children on roll and of these 27 receive three and four-year-old funding. The pre-school is open Monday to Friday term time only from 09:00 to 15:15. Two year old sessions are run on Tuesday and Thursday afternoons. The group has use of two rooms, a kitchen, toilets and a fully enclosed outdoor area. Five staff work with the children, of whom two are qualified and two are currently on training programmes. The group receives support from the Early years team and works closely with the school.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play and learn in clean, warm and well maintained premises, where good standards of hygiene are maintained. Their health is protected effectively through staff's up to date knowledge of first aid and their awareness of the correct administrative procedures to follow if children have an accident or require medication whilst in their care. Staff implement hygienic routines daily, for example, through food preparation and cleaning routines, and encourage children to learn about the importance of good hand washing routines. Children are not, therefore, at risk from cross infection. The sickness policy is formally shared with parents in the welcome pack and this means children are not exposed to unnecessary illness.

Children develop their awareness of healthy eating through the varied and nutritious snacks they enjoy whilst in the setting. For example, various fruits, crackers, toast and bread sticks. They bring their own packed lunches to the pre-school and staff ensure these are stored appropriately by providing ice packs to protect their health from perishable foods. However, the healthy eating policy has not been reviewed and effectively shared with parents to promote healthy lunches and drinks at snack time. Staff gain information from parents regarding children's dietary needs and allergies and these are catered for and shared between staff. This ensures children are not exposed to foods they are allergic to. Children have access to water at all times and help themselves to this when they are thirsty. Children's dietary needs are successfully met.

Children have regular opportunities for fresh air and exercise as they use the outdoor area daily. They regularly practise balancing skills and develop confidence in pedalling the tricycles, where they negotiate pathways with ease. Children move around the premises with confidence and show a good awareness of themselves and others, as they line up for snack time, respecting the personal space of their peers. Children develop skills in throwing, catching and retrieving objects, for example, bean bags and balls, and have opportunities to find out how their bodies can move in various ways through dance sessions.

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

The provision is good.

Children play and rest in bright welcoming and child friendly premises. Space is well organised to meet the needs of the children and is divided in to clear learning areas, enabling children to know where to access specific activities. An area for resting with domestic furniture and cushions is provided for the children to enable them to feel secure in the pre-school, and they have plenty of floor space for play. The pre-school has a wide range of toys and equipment that cover all developmental areas, however, they are currently supporting the children in making choices in their play as not all equipment and toys are at the children's level for self-selection.

Children play in safe premises free from risks as staff implement a range of safety measures daily to promote safety and prevent accidents within the setting. For example, sockets are covered, access to the premises is monitored and the premises are secure. Children are able to

move around the premises confidently and play in safety. The outdoor area is all secure and this is checked daily for potential hazards prior to the children using it. All fire precautions are in place, including regular checks of electrical equipment and fire alarm maintenance. However, although the evacuation plan is practised with the children, it is not fully monitored for its effectiveness and does not, therefore, fully promote the children's safety in the event of a fire.

Children's welfare is fully supported by staff who have a thorough knowledge of child protection issues and the procedures to follow in the event of concerns. The group's child protection duties are shared with parents and this actively promotes the children's well-being. All staff receive child protection training as part of their induction into the group.

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

The provision is good.

Children enter the pre-school confidently, separate from their carers with ease and settle quickly. They eagerly engage in the available activities, for example, painting and sticking and develop good levels of concentration as they complete self-chosen tasks. Children develop good self-care skills as they help themselves to water and go to the toilet independently. However, they are not yet confident at selecting toys and activities and initiating their own play and learning. Children demonstrate a sense of belonging in the group as they are aware of the routines and appear proud of their environment, being keen to share it with visitors. Children sit quietly and concentrate when appropriate, for example, during registration and at story time. They speak with confidence within the familiar group as they share their personal news.

### **Nursery Education.**

The quality of teaching and learning is good. Five regular staff work with the children and they are all experienced and have a sound knowledge of the foundation stage curriculum. Plans are detailed and focus activities have clear learning outcomes for children. Staff are aware of the learning outcomes for activities and are able to support individual children's development in small groups, being confident in recognising their differing abilities and tailoring activities to meet their needs. However, they do not make full use of daily routines to reinforce children's concept of number, counting and solving simple problems.

Staff know the individual children in their care well, develop strong relationships with them and have a sound knowledge of their developmental progress. They currently record children's progress through highlighting their achievements in the Building Blocks assessment system. Entries are supported with examples of children's work and observations of them at play. However, observations are not really clear in showing what children know, understand and can do or link to the stepping stones, hence are not fully used to support children's individual areas for development.

Children speak with confidence in the group and make themselves well understood. They develop appropriate listening skills and take turns in conversation as they discuss their personal news. Children demonstrate a sense of pride in their achievements, wishing to share their paintings with others, although there is currently nowhere for them to display them

independently. Children have opportunities to recognise that print carries meaning and begin to recognise familiar words, for example, their names. They readily make marks and attempt to label their work, with older children writing their names. Children enjoy listening to stories and talking about the pictures.

Children show interest in numbers and use them in their daily conversation, for example, 'I have 2 cakes in my lunch box'. They count objects reliably up to ten and more able children begin to develop an awareness of simple addition, for example, counting the beads and saying how many there will be if they put one more on. They have limited opportunities to develop their understanding of number, counting and solving simple problems through everyday routines. Children remember and talk about past experiences, observe the weather and develop a sense of time as they discuss the days of the week. They explore how things work and explain this to others, for example, when demonstrating how the helicopter works. They have regular opportunities to explore their local environment and develop skills in Information and Communications Technology (ICT).

Children readily explore paints as they put cars in the paints and talk about the tracks they make with them on the paper. They mix colours and talk about what is happening, for example, 'Look it is a rainbow'. Children use their imagination well in role play, dressing up as a vet and caring for the animals. They enjoy singing a range of songs and explore the sounds musical instruments make and how these can be changed, for example, loud and quiet. Some art activities are adult led and do not offer the children regular opportunities to select materials to use to produce their own ideas through collage, painting and modelling.

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

The provision is good.

Children's individuality is respected by staff who know the children in their care well and value them, promoting their self-esteem successfully. They have access to a varied range of resources that promote positive images of diversity in their daily play, including posters, books and play figures. Children begin to develop respect for their peers, as they work co-operatively together in their play. For example, when they help one another set up the train track.

Children's spiritual, moral, social and cultural development is fostered. Children have frequent opportunities to gain an awareness of their environment with walks in the locality to visit the farm, explore the village and the natural environment. They engage in activities that help them learn about and develop respect for the lives of others, for example, Chinese New Year.

Children's behaviour is good. Staff are good role models to the children, use sensitive and age appropriate methods for managing unwanted behaviour and are calm in their manner. Children become aware of the rules they need to adhere to, to ensure they are safe whilst playing as they discuss the golden rules during registration. This helps them to learn right from wrong. They develop good sharing and turn taking skills and demonstrate this as they play well together co-operatively and help one another complete tasks.

Partnership with parents is good. Children benefit from the solid partnership with parents regarding their care needs as they are cared for in line with parents' wishes and have their

individual needs respected and catered for. Staff gain detailed information from parents regarding children's previous experiences as well as their likes, dislikes and family backgrounds. This enables them to develop positive relationships with the children in their care. Activity plans are easily accessible to parents and they are kept up to date with the current theme for learning through newsletters that detail the activities that are available to their children. This includes information on how parents can support their child's development at home and, hence, be involved in their learning. Parents have opportunities to discuss their child's progress towards the early learning goals and view assessment records. They are encouraged to contribute to assessments and comment on their child's progress.

## **Organisation**

The organisation is good.

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

Children are cared for by suitable and appropriately qualified staff. All recruitment procedures are robust and ensure all adults working with the children are suitable to do so and induction procedures are clear. They are committed to up-dating their qualifications and attend regular training and development workshops, which enables them to implement new ideas into the setting. This, in turn, enhances the children's care and learning opportunities. The register is generally accurate and shows the times when the children are in the care of the staff, and although a record of staff's working arrangements is kept, the actual hours they are on the premises are not recorded. Staff maintain the required adult to child ratios at all times and this means children receive good adult support as they spend quality time playing with and interacting with the children in their care. Children are, therefore, relaxed and at ease in the calm environment in which they display a positive attitude towards learning.

All necessary consents are gained from parents for children participating in routines and activities. This promotes their welfare and ensures they are cared for in line with parents' wishes. Most policies and procedures are implemented in a way which promotes the children's welfare, care and learning. All required documentation is kept, stored securely and available for inspection.

Leadership and management is good.

Staff work very well together as a team and share all responsibilities of the group, including planning. They receive excellent support from the committee who listen to, value and respect them, enabling them to work in a respectful environment, as well as access good training and development opportunities. Staff meet regularly to discuss planning, as well as the children's individual needs and progress. Staff are very confident in identifying their own areas of strength, as well as areas for future development. They reflect on their performance formally and training plans are put in place. All staff are committed to attending training and this has enabled them to introduce new working practices into the group and improve delivery of the curriculum, for example, gaining training on supporting children's free play opportunities. Long term plans are monitored carefully and children, therefore, have access to all curriculum areas.

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

Not applicable.

### **Complaints 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. Since registration Ofsted has not received any complaints which has required the provider or Ofsted to take any action in order to meet the National Standards.

## **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 the fire evacuation plan is fully monitored for its effectiveness
- ensure staff's times of arrival and departure are recorded and that the healthy eating policy is reviewed and shared with parents to promote healthy lunches and drinks at snack time

#### **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):

- develop observations of children at play to detail what they know, understand and can do and link these to the stepping stones. Use observations of children to support individual areas for development through future planning
- develop children's independence in selecting toys and equipment and in making choices in their play. Ensure children are able to select materials of their choosing to represent their own ideas through painting, collage and modelling, and that they are able to feel proud of these through displaying them in the setting

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)