

# Chirton Pips Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY263789
<b>Inspection date</b>	15 May 2007
<b>Inspector</b>	Nikki Whinton
<b>Setting Address</b>	The Street, Chirton, Devizes, Wiltshire, SN10 3QS
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<b>Registered person</b>	Chirton Pips 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?

Chirton Pips Pre-School opened in September 2003. It operates from a mobile classroom within the grounds of Chirton Primary School, set in a rural village close to Devizes, Wiltshire. Children have access to an enclosed outdoor play area. The pre-school serves the local community. A maximum of 15 children may attend the setting at any one time. Children attend for a variety of sessions. The group opens five days a week during school term time. Sessions are from 09.00 until 12.00. In addition, on Fridays there is a lunch club that runs until 12.55.

There are currently 12 children aged from two to under five years on roll. Of these, 10 children receive funding for early education.

The setting employs two staff, both of whom hold an early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children take part in daily planned physical exercises to develop their large muscle skills. They move confidently whilst demonstrating good spatial awareness. In addition, they have regular opportunities for fresh air and outdoor exercise when using the provision's fully enclosed play area or countryside walks into the nearby woods. Children increase their fine motor control and coordination by safely handling a variety of age appropriate tools, including scissors, glue sticks and hole punchers.

Children eat a varied menu of nutritious snack options, which supports them in increasing their awareness of healthy options. Children are encouraged to try new foods, such as noodles or chapattis, which are often linked to topic work and thereby increase their understanding of differing food tastes. Any allergies or specific dietary needs are discussed with parents as part of the registration process. These discussions are recorded and any needs met. Children help themselves to drinking water during the sessions, which helps to ensure they are consuming fluids in sufficient quantities to meet their differing needs.

Children learn about good hygiene routines whilst in the group. For example, they become aware of the need to wash their hands after toileting or before eating their snack. They benefit from the staff's knowledge of first aid, their good role modelling and their awareness of the correct procedures to follow if accidents occur. Hygienic nappy changing routines are in place. There are suitable written procedures to support children's good health and to protect them from those who are unwell. Parental permission has been obtained for seeking emergency medical treatment and the sick child policy is shared with parents prior to a child starting in the group.

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

The provision is good.

The premises are clean, well maintained, of a suitable temperature and welcoming to parents. Labelled displays of children's artwork and informative notice boards help to keep parents informed about forthcoming events and activities their child has experienced. Children visit the toilet independently, which helps them in developing their self-care skills. There is a range of measures in place to support children's safety and help avoid accidents. For example, the premises are secure, hazardous materials are inaccessible to children, exposed electric points are covered and staff are effectively deployed to promote children's safety. Children start to share some responsibility for their safety as part of the setting's routine. They help to tidy away toys thus reducing trip hazards and take part in planned emergency evacuation drills.

Children explore a wide range of clean, well maintained, age appropriate resources. They benefit from the staff's good understanding of potential risks and the positive steps they take to ensure equipment is safe and suitable for the children's use.

Children's well being is supported by staff that have a secure understanding of child protection issues and the correct procedures to follow if concerned about the welfare of a child. There are effective systems in place for making sure parents are fully aware of the group's child protection responsibilities, prior to a child commencing in the setting.

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

The provision is good.

Children enter the provision willingly, appear eager to participate and quickly settle to self-chosen activities such as cutting and gluing, role-play or completing a selection of puzzles. Children have formed good friendships with the kind, caring staff and are creating positive relationships with their peers. They are able to play independently, such as when building a train track from brio and benefit from the active involvement of staff as their games develop. They take turns to have responsibility for daily setting tasks, such as ringing the 'tidy up' bell or completing the weather chart. Such activities help children to gain independence, confidence and a sense of belonging within the setting. They have the chance to share their news or ideas and to listen to others, during 'news time'. However, the planned whole group toileting and hand washing of children prior to snack is time consuming and not always effective, resulting in some children becoming restless.

The youngest children in the group, who have not yet reached the Foundation Stage, take part in linked, carefully adapted activities using the Birth to three matters framework. The designated staff member completes written observations and assessments of the children that are evaluated and used in supporting their progress. All children, whatever their age or stage of development are fully included and have equal access to all activities and resources.

### **Nursery Education**

The quality of teaching and learning is good. The small, consistent staffing team act as very good role models. They have a secure knowledge of the early years curriculum and provide a variety of practical activities that cover all aspects of the curriculum and promote children's learning along the stepping stones towards the early learning goals. They know the children's differing stages of progression and ask good indirect questions to make them think, reinforce and extend their learning. Staff complete written observations and assessments using the Wiltshire Building Blocks Scheme. This information is used when planning for children's future learning and whilst completing detailed reports that are shared at the twice-yearly parents' meetings. However, regular parental input is not used when completing assessments and thus learning opportunities may not always be maximised.

Children use mathematical language confidently and accurately as part of their play. They are learning to count by rote. Through imaginative activities such as investigating numbers on an audio player or finding a numbered seating mat at registration time, children quickly learn to recognise numbers as labels. They enjoy varied practical opportunities including exploring sand, completing puzzles and answering questions regarding the size of role-play materials, to increase their awareness of shape, space and measure. Children have a good range of vocabulary and use language confidently when talking to staff or peers. They thoroughly enjoy sharing their news, such as a recent visit to Longleat, 'a monkey was in the car, they opened the roof'. They are learning to recognise their name in print through everyday routines including self-registration, finding their name card at snack time and putting their artwork into their labelled drawers. Children sit and concentrate for short periods whilst listening to regular whole group stories. Children are able to make marks with a variety of materials at a free writing table. However, staff have a tendency to label children's artwork, which reduces purposeful opportunities for them to practise and develop their early writing skills.

Children develop their awareness of time through practical events such as using a sand timer to decide when it is a child's turn to use a mobile phone. They are learning about the natural

world through interesting projects including growing grass, beans and sunflowers. They visit Patney Farm to feed new born lambs, attend the village church to watch a Marantha puppet show and take a trip on the community bus in order to visit an optician's in Devizes. Children welcome meaningful visitors, such as, a grandma showing the children how to knit, a scuba diver and the local postman. Such stimulating opportunities enable children to increase their understanding of their local community and the wider world. Children regularly explore a variety of media and materials, such as sand, play dough and paint. They sing a growing repertoire of songs from memory and access a good range of musical instruments. Children thoroughly enjoy engaging in self-chosen role-play and experience opportunities to act in plays, such as, Jack and the Beanstalk, which involves the use of props and performances to parents and carers.

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

The provision is good.

Every child is acknowledged and valued as an individual. They benefit greatly from the staff knowing them and their families extremely well and from having a good knowledge of their differing home circumstances. Children access a good variety of resources, including books, small world characters, dressing up clothes and puzzles to help them gain an awareness of diversity.

Children behave well, as appropriate for their age and stage of development. Any minor incidents are successfully managed by staff that are skilled in the use of positive strategies including praise, encouragement and distraction to promote children's positive behaviour.

Children's spiritual, moral, social and cultural development is fostered. They are learning to be independent, are gaining confidence and demonstrate good self-esteem. Children are attaining social skills. They are learning to share resources, such as when playing in the sand tray and to await their turn, for example, when selecting their snack time fruit. Children experience practical activities to increase their understanding of a range of cultures and festivals. For example, they take part in 'dragon dancing' as part of a topic on Chinese New Year, create clay diva pots during Diwali and make a giant wall display to celebrate the Japanese Cherry Festival.

The partnership with parents is good. They are asked to complete questionnaires, which evaluate the effectiveness of the provision in meeting the needs of children and parents. They are aware of their access to their child's academic records and are kept up to date about the provision through newsletters and informal daily discussion. In addition, they are more formal opportunities to review and discuss children's educational attainments with staff. Parents are encouraged to become involved in their child's learning. For example, they are invited to attend 'doorstep' sessions on early years themes, are asked to share their skills, help their child bring in articles from home linked to the theme and have the opportunity to share books from the group's library with their child at home. However, whilst some parents spontaneously discuss their child's achievements with staff, they are not actively encouraged to contribute regularly to assessments.

### **Organisation**

The organisation is good.

The staff are enthusiastic, well-motivated, very capable early years practitioners that work extremely effectively as a team. They regularly undertake training courses to help enhance their professional knowledge. All legally required documentation is correctly maintained and securely stored. For example the attendance of children, staff and visitors is carefully recorded,

whilst children's personal records are confidentially stored; yet easily available to support their care. However, parents are not always made aware of all of the group's policies or how to access independently the complaints procedure.

The leadership and management are good. The staff meet frequently to evaluate the effectiveness of the educational provision and plan future topics to support children's learning. The staff liaise with the voluntary committee and take an active role in the regular committee meetings. They welcome Wiltshire early years advisors to the setting to help support the development of the group. Children have exciting opportunities to become involved in the life of the on-site primary school. For example, they take part in the school Easter Bonnet parade and are invited to attend events such as a community police officer's visit to the school. In addition, the reception class teaching assistant sometimes works in the pre-school and older children from the school visit the setting to read stories to the children. Such meaningful opportunities greatly help the children in their transition into statutory education within the school.

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

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

As a result of the last inspection the setting was given recommendations to help develop the quality of the provision. These referred to making sure children can access drinking water and are able to play with resources reflecting positive images of disability and gender. In addition, the group was asked to develop staff's knowledge and understanding of child protection issues and to make sure parents sign accident records.

Staff have developed their knowledge and understanding of child protection issues. Children are now able to access drinking water throughout the session and play with resources reflecting positive images of gender and disability. Parents sign to acknowledge when accidents have occurred. These improvements have had a positive impact on the quality of care offered to the children.

### **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**

On the basis of the evidence collected on this inspection:

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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):

- make sure parents are made aware of the group's policies and how to independently access the complaints procedure
- review the planning of children's hand washing and toileting prior to snack time to ensure they are involved in worthwhile activities throughout the session

### **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 the academic partnership with parents to ensure they are regularly encouraged to contribute what they know about their child's achievements to aid initial and ongoing Foundation Stage assessments.

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)