

# Chudleigh Pre-School Rising Fives

Inspection report for early years provision

---

<b>Unique Reference Number</b>	106101
<b>Inspection date</b>	26 November 2007
<b>Inspector</b>	Anne Legge
<b>Setting Address</b>	The Community Room, Chudleigh Primary School, Lawn Drive, Chudleigh, Devon, TQ13 0LS
<b>Telephone number</b>	01626 854680 or 852147
<b>E-mail</b>	admin@chudleighpreschool.org.uk
<b>Registered person</b>	The Trustees of Chudleigh 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Chudleigh Pre-school operates from the Community Room in Chudleigh Primary School and from Chudleigh Town Hall. The pre-school serves its local community and outlying rural districts.

The Rising Fives Pre-school in the Community Room is registered for 18 children aged from three to five years. Older children attend these sessions for one or two terms before they start school. There are currently 23 children on roll in this setting, all of whom are in receipt of nursery funding. The pre-school supports children with learning difficulties and/or disabilities.

The group is open on weekdays during school term times from 09:15 to 11:45. There is also a lunch club which runs from 11:45 to 12:45 on Thursdays. There are 18 part-time staff members working with the children between the two settings, of whom eight have teaching or early years qualifications and one is working towards a qualification. The pre-school works closely with staff at Chudleigh Primary School and is a member of the Pre-school Learning Alliance. The group has been registered at this setting since 1992 and is managed by a voluntary committee.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

The pre-school has an excellent commitment to promoting healthy lifestyles for children. The outdoor area is used extensively throughout sessions, in all weathers, so that children can enjoy the benefits of physical exercise and fresh air. They dig in the sand, plant flowers in the garden, climb and balance on large equipment or take part in active games, such as hopscotch. Children also enjoy walks around the town, sports days and sponsored walks. In the summer, they join the school children for swimming. Children benefit from eating very healthy snacks and meals. Staff provide fresh fruit or vegetables for snacks and offer water or milk to drink. They have worked closely with parents, providing leaflets and advice, to ensure that packed lunches are balanced and nutritious. Children discuss healthy eating and know that they must eat the most nutritious parts of their lunch first. They maintain good fluid levels, as fresh drinking water is always available in a jug, so that they can help themselves. Special dietary needs are carefully recorded and met.

Children are exceptionally well protected from infection. Staff are meticulous in following good hygiene practices, such as when preparing snacks or cleaning tables before children eat. The premises are maintained in a pristine condition and toilets are checked regularly during sessions. Children learn very good hygiene routines and know why they should wash their hands before eating or after using the toilet. They use liquid soap and paper towels, to reduce the risk of cross-infection. They are independent in their use and hygienic disposal of tissues. Children's care is very good, when they are unwell or injured. Most staff have current first aid qualifications and records of accidents and medication are comprehensive. All consents are in place and children receive sensitive and appropriate care when they have minor injuries. An effective sickness exclusion policy protects the health of all children.

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

The provision is outstanding.

Children play in exceptionally safe and secure premises. Their security is assured, as all outside doors are locked during sessions and the door to the Community Room is alarmed, so that children cannot leave without supervision. Staff accompany children to the toilet areas and there are excellent systems for parents to deliver or collect children, without compromising their security. The outdoor play area is fully enclosed and very safe. The gate is secured with a chain and staff use walkie talkies to communicate with those who are working indoors. There are very carefully planned systems for supervising children who move between the indoor and outdoor areas, so that they are always safe.

Staff have an excellent understanding of all safety issues and they carry out comprehensive risk assessments each day. Consequently, children move around the play room and garden, without risk of harm. They choose from an excellent variety of toys and resources, which are maintained in very good condition and checked regularly for cleanliness and safety. Children learn to be aware of their own safety, as they discuss, for example, why they should line up sensibly by the door, when waiting to be taken outside. They are exceptionally safe in emergencies, as evacuation procedures are practised daily for a week each half term, so that all children become very familiar with the routines. In addition, pre-school children join in with school fire drills, giving them further opportunities to respond appropriately. Children are very well protected from abuse or neglect, as staff have undertaken relevant training and have a

comprehensive understanding of all safeguarding issues and procedures. They implement very effective procedures, such as recording pre-existing injuries and monitoring concerns very closely.

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

The provision is outstanding.

Children enjoy an outstanding variety of activities, which very effectively engage and challenge them, according to their individual needs. They have plenty of opportunities to choose freely between resources and activities, and they also take part in lively whole-group sessions, when they benefit from excellent teaching. Children concentrate very well and become independent learners, as staff encourage them to organise their own play and help with daily routines, such as tidying up. Their progress is very well supported through the excellent deployment of staff, enabling all children to benefit from adult encouragement and support, in a wide range of activities.

#### **Nursery Education**

The quality of teaching and learning is outstanding. Staff plan a wealth of exciting topics and themes, covering the whole curriculum over time. They use comprehensive assessment systems, which clearly track children's progress towards the early learning goals and facilitate planning for the next steps in their development. Staff have an excellent understanding of the Foundation Stage curriculum and they are very effective in extending children's learning, through engagement in their play and the skilled use of questions and discussion. Staff at both settings work very successfully as a team, promoting the progress of all children attending.

Children talk very confidently and develop excellent listening skills, as staff remind them how to listen carefully to others, during 'show and tell' sessions. They make very good progress in hearing and understanding letter sounds, through constant discussions with staff about initial letters. They write for different purposes and staff regularly model writing in role play or mark-making areas. Older children write their names on their work. Children develop a love of books and choose to use the comfortable book areas in both settings, sharing stories with adults and each other. Children count and discuss number patterns throughout sessions, developing their understanding of sequences or of one more or less, such as by singing and exploring number songs. They use and recognise numerals and become competent at solving number problems, through constant practice. They explore the properties of shapes, as they draw and cut them out, or make models with shaped containers.

Children enjoy many opportunities to develop their understanding of technology, as they use a camera to record the session or operate a computer, tills and scales, all with exceptional independence. They construct with recycled containers, investigating alternative methods for joining different materials. Children develop very good co-ordination, as they use scissors, pens and brushes, glue spreaders and tape cutters. They develop their large physical movements, as they ride wheeled toys or climb and balance in the outdoor play areas. Children develop very lively imaginations as they engage in a wide range of role play activities, very ably supported and extended by staff. For example, they weigh, buy and sell items in a shop or dress up and re-enact the story of Cinderella, adding their own variations to the story. They express their creativity when drawing or painting freely and using excellent resources to make collages.

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

The provision is outstanding.

Children benefit from extremely consistent care, due to the pre-school's excellent systems for sharing information with their parents. A prospectus and regular newsletters include detailed information about all aspects of children's care and notice boards provide further helpful documentation, including policies and procedures. Staff are always available to talk to parents and much information is exchanged daily. The pre-school's partnership with parents and carers is outstanding. Parents are invited to take their children's progress records home regularly and to add their comments. Plans and current topics are clearly displayed and the prospectus includes detailed information about the Foundation Stage curriculum. This enables parents to fully support their child's development and to be involved in their progress.

Children's spiritual, moral, social and cultural development is fostered. Children are nurtured in a very caring environment, where they learn to be aware of each other's needs. Staff make excellent use of displays, to create an attractive environment for children and to value their work and promote their self-esteem. All children and families are welcomed and included. Children with learning difficulties and/or disabilities are effectively included, monitored and supported. Staff work closely with parents and other agencies to meet any additional needs.

Most staff work at both settings, so that children transferring from one to the other remain with familiar adults and easily manage the transitions. The pre-school's excellent links with the school ensure that children leave the pre-school confidently, as they move to the next stage. Children learn about cultural differences, as they dress up and celebrate festivals, such as Diwali or Christmas, or use excellent resources, such as dolls, puppets and books, which reflect diversity. Children's behaviour is exemplary. They very successfully share toys and take turns with resources, such as when counting children in the role play area, to see if they can join in. Staff manage behaviour positively and consistently, rewarding all good behaviour, such as by adding leaves to a paper tree, each describing children's successes or kind actions.

## **Organisation**

The organisation is outstanding.

Leadership and management are outstanding. The supervisors adopt a very professional approach to planning and monitoring the quality of the nursery education. They constantly evaluate and improve their practice, providing regular training for all staff. Consequently, children benefit from the successful working of highly skilled staff teams, who are able to successfully promote learning and meet children's individual needs. Staff and the committee work together very effectively, ensuring that children receive very high quality care and education. Ratios are excellent and staff are very well deployed, so that children have plenty of individual attention.

Children enjoy the facilities of very safe, clean and attractive premises, where indoor and outdoor space is used very effectively, to provide an excellent variety of activities. All the required documentation is in place and very well organised to support children's care. Policies and procedures are regularly updated and comprehensive. Records of accidents and medication are shared effectively with parents and all consents, registers and information records are appropriately detailed. The pre-school 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 agreed to improve children's health by providing nutritious snacks. Children now eat fresh fruit or vegetables at snack time and they drink only water or milk, so their good health is very well promoted.

At the last nursery education inspection, the pre-school was asked to review the organisation of book time, in order to develop children's enjoyment of stories. Staff also agreed to use daily routines to develop children's mathematical understanding. Children now make very good use of the book areas in both settings and they make very good progress during story times, due to the skilful teaching and questioning of staff. Children count, explore number patterns, discuss shapes, solve problems and use mathematical language through an extensive variety of practical tasks and daily routines.

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

Since April 2004 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:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)