

Chaldon Pre-School

Inspection report for early years provision

Unique Reference Number	122405
Inspection date	29 January 2008
Inspector	Debbie Molly O'Callaghan
Setting Address	Chaldon Village Hall, 95 Rook Lane, Chaldon, Caterham, Surrey, CR3 5BN
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Registered person	The Trustees of Chaldon 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chaldon Preschool is situated in the village hall in Chaldon which is a small village near Caterham. It has been registered since 1974 and is a charity. There are 54 children on roll, of whom 22 are funded three year olds and 12 are funded four year olds. The nursery also supports children with learning difficulties and/or disabilities.

The Preschool has a close working relationship with St. Peter and St. Paul's Infant School. The main activities operate from the large hall and there is an additional room for quiet activities. Children have access to enclosed garden areas. The provision also has limited access to the Infant School's playing fields. The preschool is open five days each week, term time only, between the hours 09:00 to 12.30. Children are able to stay on for the lunch club which finishes at 14.30. There are 13 members of staff, who are timetabled in to work with the children, of whom six have early years qualifications. The group is a member of the Preschool Learning Alliance, and receives support from the Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises are clean and generally well maintained. Children are reminded to wash their hands before snack time and after messy play, they know why they wash their hands and staff ensure tables are cleaned before children have their snack. However, children are not using all of the toilets available and they do not use the bar of soap provided for hand washing. This increases the risk of cross infection.

Children receive a varied range of nutritional snacks and staff try to link these into the current theme. These include fruit and vegetables and whilst doing the story of 'The tiger who came to tea' the children made their own sandwiches. They learn about healthy eating through planned activities and bringing a selection of fruit to the group on a daily basis. Children are offered a choice of milk or water and are encouraged to pour their own drinks. This develops their independence. Children sit with staff at the table during snacks and this is a sociable time for all. Children's dietary needs and allergies are recorded on registration forms and staff are aware of these.

Children have daily access to playing in the fresh air weather permitting, they use a variety of equipment including wheeled toys, balancing blocks and climbing apparatus both indoors and outdoors. This helps to develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A well-organised environment allows children to move around and play safely. They have easy and safe access to a wide range of good quality toys and resources. These are appropriate for the children's age and stage of development.

There are satisfactory safety measures in place, for example, children are supervised well at arrival and departure times and they practice fire evacuation on a regular basis, however there is no formal risk assessments carried out and the alarm on the front exit is not in working order. This means that children's safety is compromised.

Children play in a secure outdoor play area. Good routines and gentle reminders help children learn about safety within the setting. For example, they are reminded that only three children are allowed on the climbing frame at any one time to prevent accidents.

Staff have a good understanding of the procedures to follow if they have any child protection concerns about a child in their care. Some staff have attended recent training. This promotes and safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily and settle into the routine of the group, they are confident and talk to each other and with staff. The activities are well presented for children on their arrival making the hall bright and welcoming. Younger children are sensitively settled into the nursery as staff demonstrate a good awareness of their needs. Staff accommodate younger children's shorter

attention spans by allowing them to participate for as long as they choose and letting them rejoin the activity at any point. Children greatly benefit from this approach and it encourages them to grow in confidence. There are opportunities for the whole group to come together at the end of the session and children can stay for lunch if they wish. However, this is a busy time and children are not able to rest or relax if they need to.

Nursery Education.

The quality of teaching and learning is satisfactory. Children benefit from staff who are enthusiastic and committed to providing a positive experience for them whilst at nursery.

Staff are increasing their knowledge and understanding of how to teach the foundation stage to ensure children receive a balance of activities. Staff show an awareness of the need to develop consistency in their teaching throughout both adult led and free play activities. Children play appropriately with the resources on offer and staff enable this to happen by providing low level resources for all to access and providing adequate support to them during the session. However, the individual needs of each child are not always highlighted by their key workers.

Some children begin to recognise their written name and show interest in letter shapes as they self register on arrival and at snack time, however there are few opportunities for children to attempt to write their own names and the resources to encourage this are not always on offer.

Children talk freely and confidently at story time when they discuss the story of 'The tiger who came to tea', staff ask questions such as 'what do tigers use to drink?', children answer 'their tongue'. Staff extend the discussion to ask children where they get their food from. Children answer with the names of local supermarkets. The discussion moves on to foods they like.

The programme for mathematical development is currently limited. Children's opportunities to count, problem solve and use mathematical language is mainly limited to adult led activities. Children count at registration time and find the number to put on the number line, they sing songs with number and respond to instructions when asked to clap three times or step back two times.

Children explore different materials such as sand, paint, shaving foam and dough and talk about their observations. They begin to gain an understanding of the natural world around them during activities such as 'The three little pigs' where they used bricks and straw to build the houses. Children can access computers and technology within the setting and use cameras to take photographs of each other. Children can name and recognise a range of colours as seen whilst making tiger masks. They engage in imaginative play and creative activity daily.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the wider world through resources and activities, for example, planting and growing seeds and bulbs. They celebrate festivals such as Chinese new year, Australia day and Diwali. They have visits from the fire and police officer and also have a Grandparents day. Staff encourage children to enjoy all resources and activities.

There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children benefit from lots of praise and encouragement and from some basic ground rules that are consistently applied. Children's behaviour is good and they play well together. They learn to share and take turns while playing group games. Staff are positive role models; they are attentive and use positive language to reinforce this. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents share information about their children on the registration forms. Policies and procedures are available within the setting for them to access. Regular newsletters ensure that parents remain informed about the topics the nursery is covering. A parents notice board outside the room shows details of the activities covered that week and topics for the forthcoming weeks. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. For example, they are encouraged to take books home from the groups library.

Organisation

The organisation is satisfactory.

The premises are welcoming to children and parents. Staff make good use of the space available to ensure children gain fully from all activities. Staff deployment is effective and ensures children are supervised at all times. Children are well grouped and the key worker system ensures appropriate support and care throughout the session. Good staffing ratios are maintained and staff work directly with the children at all times.

The leadership and management of the nursery education is satisfactory.

The pre- school is committed to improving the care and education available to children.

Staff work well as a team, they understand their roles and responsibilities. They have half termly planning and review meetings. This helps to ensure that all staff understand the learning intentions of planned activities, and enables them to update children's files. The manager highlights areas requiring improvement and commits herself and staff to undertaking additional training to support this. She provides staff with clear direction whilst valuing and encouraging them to contribute ideas and suggestions. The nursery is committed to improving the care and education available to children.

All of the relevant regulatory documentation is in place and most of this is maintained appropriately.

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

Improvements since the last inspection

At the last inspection the group was asked to review the procedure for changing nappies, ensuring it is inline with Environmental Health advice and a comfortable care routine for child and carer. The group has new mats which are cleaned after each use and there is a kneeling mat provided for staff.

At the last education inspection the group was asked to develop the range of resources within the role play area to ensure children's progress towards all six areas of learning is enhanced. The role play area has plenty of resources to help children progress these are changed regularly for children to experience different kinds of role play.

Complaints since the last inspection

Since 1 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.

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The quality and standards of the nursery education are satisfactory.

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):

- improve the toilet facilities in line with the National standards and provide suitable materials to prevent the spread of cross infection with regard to hand washing
- ensure exits are safe and secure at all times and children cannot leave the premises unsupervised and conduct regular risk assessments clearly identifying any problem areas indoors and outdoors
- review the lunch time routine and provide resources to enable children to rest if they wish

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 delivery of the curriculum for mathematics and mark making development throughout the session.
- ensure the individual needs of each child are highlighted by their key workers and used to plan the next steps.

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