

# Chard School Breakfast Club, After School Club & Educational Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY368421
<b>Inspection date</b>	18/03/2009
<b>Inspector</b>	Michelle Tuck
<b>Setting address</b>	Chard School, Fore Street, CHARD, Somerset, TA20 1QA
<b>Telephone number</b>	01460 63234
<b>Email</b>	headmaster@chardschool.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Chard School is an independent co-educational preparatory day school for pupils from two to 11 years old. The school has a Christian foundation and occupies a series of listed buildings in the town's main street. There has been a school on the site since May 1671.

The nursery is registered on the Early Years Register, and there are currently 15 children on roll of which five are two year olds. Out-of-school provision provides care from 08.00 until 08.45 and from 15.30 until 17.30 during term time only. Children have access to the Symes classrooms, lounge, vestibule and toilet facilities. The nursery classroom provides care for eight children aged two years from 09:00 until 15:30 during term time only. These children are supported by a supervisor with a level 3 qualification in early years and two other members of staff; of which one has a level 3 qualification in early years. These children will have access to the nursery classroom, conservatory, Chapel, gym, toilet facilities and a fully enclosed outdoor area.

## **Overall effectiveness of the early years provision**

Overall the quality of the early years provision is good. Children are well cared for in safe and secure premises where they are happy, settled and develop confidence. Staff know the children well as individuals, through ongoing communication with parents and through the support they provide for their activities. Children are involved in a suitable range of experiences, both inside and out, which help them make good progress in their learning. There are some systems in place to help identify areas for development and the setting is well supported by the early years department of the school, which contributes towards continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure the records of assessment clearly show how children are progressing

To fully meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, to include details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish (safeguarding and welfare)

09/04/2009

## **The leadership and management of the early years provision**

There are some clear policies and procedures implemented to safeguard children and promote their ongoing welfare. The rigorous recruitment procedure ensures that staff are suitable to work with children and the system for the induction of new staff contributes to them knowing their roles and responsibilities. Risk assessments are completed and daily checks carried out which generally identify hazards and help to provide a safe environment for children to play. The very good security measures in place protect children from uninvited visitors.

Partnership with parents is well promoted. Parents are provided with good information about the setting by way of a prospectus, notice boards, and displays. The staff make themselves available as children are delivered and collected to share information verbally to help meet the children's individual needs. Additionally, parents have consultation appointments to allow for a more detailed discussion about their child's progress. The main school has a complaints procedure in place, currently parents are not made aware that they can make a complaint to Ofsted which is a specific legal requirement of the Early Years Foundation Stage.

Staff have a good understanding of their responsibility to safeguard children. There is a designated officer in place to support them in the event of identifying any concerns. A range of reference materials are also available to ensure that appropriate procedures are implemented when necessary.

## **The quality and standards of the early years provision**

Children's good health is promoted well. There are opportunities throughout the day for children to rest, eat regular meals and enjoy outdoor play in the fresh air. Children are generally well protected from the risk of infection as staff implement a range of effective hygiene procedures, such as washing hands before snack time and after wiping noses.

Children are safe and secure in the setting because staff are vigilant and children's safety is a priority. Potential hazards are identified and appropriate steps taken to minimise any risks. Children are supported in taking responsibility for their own safety by, for example, learning to hold hands and walk rather than run when moving from one area to another within the school grounds. They also regularly practise their fire drill to ensure they can evacuate the building quickly and safely in the event of an emergency.

Children access a wide range of interesting and enjoyable activities. They have good opportunities to initiate their own play and learn continually through the daily routines. For example, children help to count the number of fruit for the fruit bowl for snack time, they help to prepare the snack and count how many pieces they have cut the banana into. Children enjoy singing and enthusiastically join in with action rhymes. Children learn to sing songs in French and develop their French

vocabulary further by learning the days of the week and the names of animals. Children like to play outdoors, digging in the garden, riding on bikes and scooters and taking part in running races.

Overall, staff support children's learning well as they observe their play and know what interests them. They interact sensitively with children and encourage their progress. For example, they support children in developing their vocabulary by speaking clearly and talking about illustrations in books, as they listen to a story from a CD. They provide lots of opportunities for children to use craft materials and develop skills using scissors, glue, paintbrushes, pencils and crayons. Staff use assessment scales to record children's progress in the six areas of learning. However, it is not always clear how well children are progressing as these records are not always dated as each point is achieved.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.