

# Chaddlewood Pre-School and Woodies Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	117177
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Ron Hall
<b>Setting address</b>	Hemerdon Heights, Plympton, Plymouth, Devon, PL7 2EU
<b>Telephone number</b>	01752 345838
<b>Email</b>	
<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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Chaddlewood Pre-School opened in 1996 and operates from a bungalow and Portacabin in the grounds of Chaddlewood Primary School with whom it has established links. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend the setting at any one time. The pre-school is open each week day from 09:15 until 11:45 and 12:45 to 15:15 during school term times only. In addition a lunch club operates between 11:45 and 12:45. The pre-school offers Woodies, an out of school club facility which operates term time Monday to Friday from 08:00 until 09:00 and 15:20 until 18:00. It also offers a holiday club from 8:00 until 18:00 during all holidays except Christmas. The setting also operates a toddler group during term time on Wednesdays from 13:35 until 15:05. There are currently 70 children aged from two years to the end of the Early Years Foundation Stage on roll. Of these, 40 receive funding for early education. Children come from the school catchment area. The setting supports children with learning difficulties and disabilities and those who have English as an additional language. The setting provides full access for those with disabilities. It is also in the process of creating further access in its second building.

The setting employs 13 members of staff. Of these, 12 hold appropriate qualifications and one is working towards a qualification. The manager is currently studying for an Early Years Foundation degree.

The setting is a member of the Pre-school Learning Alliance and is working towards accreditation.

## Overall effectiveness of the early years provision

Chaddlewood Pre-School meets the needs of children well. It offers a broad range of opportunities for all areas of children's learning and development and effectively supports their welfare. Relationships between the children and staff are excellent and this creates a happy, welcoming and inclusive environment. The setting has good capacity for continuous improvement.

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

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

- develop both outdoor learning areas to allow the children to fully explore their physical needs and imaginations
- develop assessment processes so that staff can record children's progress and plan to meet their needs as soon as they start in the setting

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

- ensure there is at least one person with a current 28/02/2009

paediatric first aid certificate (safeguarding and promoting children's welfare)

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

The management committee and unit leaders monitor regularly how well the setting provides for children's learning experiences. Planning is carefully designed to meet the needs of each child. The setting effectively uses its good links with the school and other external agencies to ensure good provision for any children with special needs. Through carefully planned training, the leadership team ensure all staff are fully up-to-date and they meet the needs of all children.

The setting has made good progress in developing its assessment and recording processes. Staff have a good understanding of children's abilities and a clear vision of what are the next steps in their development. Staff are aware of the need to find out more about what children can do when they start and how to record their progress.

Resources are plentiful and the accommodation is used well to support children's play and learning. The management committee are developing ideas to improve and enlarge the outdoor play area and disabled access in the second building. All staff hold suitable early years qualifications and several are taking further qualifications enabling them to further improve the learning opportunities for the children. All staff have first aid qualifications. However, the setting does not fully meet Early Years Foundation Stage requirements because no member of staff has paediatric first aid training. Even so, staff take care to ensure the welfare and safety of all the children and all current safeguarding and recruitment procedures are in place.

Parental links are good. Parents report they are kept well informed and that the good provision helps their children make good progress. Through the 'key person' system children and parents have a member of staff they can personally identify with and this has enhanced relationships within the provision. Staff personally monitor key children and use this information to inform future planning and resource needs.

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

Children enjoy coming to the setting because staff provide a good range of interesting and stimulating activities and have the best interests of the children at heart. Children feel safe and well cared for because staff place high priority on their welfare at all times and ensure they are settled and secure. Children have a good understanding of healthy eating and staying safe, for example, they know how important it is to wash hands before snack time.

Children enjoy activities such as mathematical and colour skills computer games. They participate enthusiastically in well planned activities which link learning

together, for example, they make faces from play-dough and, at the same time, show good knowledge and understanding when they discuss how their body works. Children's literacy, creative and physical skills develop well through a range of interesting activities for art, mark making, free-play activities and reading. All groups are carefully monitored and supported by caring and highly trained staff to ensure children make good progress.

Whilst younger children are not yet as confident as the older ones, all children have good independent skills and are eager and keen to learn. All children come to the setting happily and feel safe and contented. They make a positive contribution to the setting because they have good social skills and work together excellently. Well planned and carefully targeted activities encourage the children's natural curiosity and they are eager to share their experiences.

Children love making the most of the outdoors and have great fun playing on the wide range of large play equipment. The transition arrangements when children leave are good and so children are well prepared for the next steps in their learning.

## 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 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.