

Chawton Pre-School

Inspection report for early years provision

Unique reference number	109858
Inspection date	10/07/2009
Inspector	Coral Hales
Setting address	Chawton Village Hall, Chawton, Alton, Hampshire, GU34 1SB
Telephone number	01420 84267
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Type of setting	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 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

Chawton Pre-School opened in 1992 and is run by a voluntary management committee, made up of parents of children at the pre-school. It operates from Chawton Village Hall and children have access to an enclosed outdoor area.

The pre-school is registered for a maximum of 26 children at any one time. There are currently 36 children from two-years-six-months to under five years on roll. Of these, 25 receive funding for early education. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school operates during term time and is open Monday and Friday from 9.30 to 13.00, Tuesday from 9.30 to 14.30, Wednesday 12.15 to 14.45 and Thursday from 9.30 to 12.00. The group supports children with learning difficulties and/or disabilities.

The pre-school employs seven members of staff. Of these, six hold an appropriate early years qualifications and one is working towards a qualification. The manager continues to train towards an Early Years Degree. The setting receives support from the local authority and others.

Overall effectiveness of the early years provision

Overall the provision is good. Children are happy and safe and are well supported in their learning by enthusiastic, motivated and knowledgeable staff. The manager has established effective systems within the group, however, staff are not always used to their full potential and ability to share her workload. The quality of the setting's self-evaluation gives those in charge a good understanding of the strengths and weaknesses of the early years provision. All children are valued and respected and staff strive to ensure the setting is fully inclusive and work closely with the families as necessary.

What steps need to be taken to improve provision further?

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

- work with staff collaboratively within the setting to share knowledge, question practice and test new ideas with high aspirations for each child
- ensure children have opportunities to learn about their own cultures and beliefs and those of others within the setting
- further develop systems to ensure that keyworkers have regular contact with parents, especially when first assigned to the children to ensure parents can contribute fully to their child's continuous learning and development.

The leadership and management of the early years provision

Clear and effective recruitment systems are in place and this ensures that suitable staff work with the children. There are good systems in place to monitor and evaluate the provision incorporating the views of parents, staff and children to ensure continuous improvement. Staff are encouraged and supported to attend relevant training to support children's learning and development. Policies are effectively implemented by staff and all documentation is well maintained.

Staff develop positive relationships with parents and carers who receive a good selection of relevant information in print or by email. However, systems to introduce and share information with key staff when the children first attend are not always effective. Planned parents events to discuss children's progress in detail, and also daily updates, keep them well informed.

Staff implement effective policies and procedures to ensure that children are safeguarded at all times. They demonstrate a secure knowledge of the procedures to put in place should a concern be raised. The children benefit from very good levels of supervision from the committed staff team. Comprehensive and detailed risk assessments are in place for both the premises and outings and these ensure the safety of the children. Staff are vigilant during the sessions especially, when for example, they take the children out to visit the local school.

Good links have been established with other practitioners and staff continue to develop these. Very good links exist with staff at the local school that many children will go on to attend. This supports transition from pre-school to school.

The quality and standards of the early years provision

Children are very confident in the environment and have good relationships with each other and with the staff who know them very well. Learning is well supported by staff who make activities fun, make the room stimulating and set out activities to interest the children. This enables the children to make their own choices and decisions. Sensitive staff interaction further develops and extends children's learning. Throughout the pre-school staff continually praise and encourage all the children, motivating them to become active and interested learners.

Key staff clearly identify individual children's needs and complete detailed and sensitive observations to effectively plan the next steps in children's learning. Planning is flexible and allows for their own ideas and interests to be responded to. Children enthusiastically choose from a broad range of quality resources. They are very settled in their community and enjoy a visit to the local school to take part in special events and share a picnic lunch. The children behave well and enjoy the company of others and have lots of fun. They are confident and begin to learn about themselves and their community. However, some opportunities are missed to introduce all children to cultures and beliefs of others in the setting to further develop their understanding of the wider world.

Children's vocabulary is well developed and staff promote this well by encouraging them to describe what they are doing. Favourite stories such as The Very Hungry Caterpillar are requested and enjoyed and children are keen to join in and tell the story. They have opportunities to, for example, make lists and write on notepads as they role-play in the 'shop'. Simple mathematical concepts are introduced as the children play with the till, handle money, sort and compare and sing number songs.

Children take part in planned music sessions. They enjoy using the musical instruments in the garden and tap out the rhythm of favourite songs. Children are curious and love to investigate, for example, they find a spade in the garden and dig in the soil and find a small caterpillar. They quickly take it to show staff and use a magnifying glass to observe it as it moves around.

The children learn about healthy eating as they enjoy snacks provided by parents. Staff effectively promote children's interest in different foods during the twice weekly Scooby Snack. This introduces children to foods, such as, hummus, seeds, different fruits and vegetables. Children love to be outside and have a positive attitude to exercise and can access this area at all times. A good selection of activities are set out for them to use, such as a comfy book area, sand, mark making and room for wheeled toys. Children are independent in their self-help skills and learn how to maintain a healthy lifestyle.

Children learn how to keep themselves safe as they, for example, take part in fire evacuations. Staff are excellent role-models as they teach the children about road safety and keeping safe, for example, they tell them not to run on the way to the school as the rain has made the path slippery.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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

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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