

Chipping Childrens Community Alliance

Inspection report for early years provision

Unique reference number EY336889
Inspection date 11/05/2009
Inspector Deborah Wylie

Setting address Brabins Endowed Primary School, Longridge Road,
Chipping, PRESTON, PR3 2QD

Telephone number 01995 61596

Email

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

Chipping Children's Community Alliance is managed by a voluntary committee. It opened in 2006 and operates from a recently built extension adjacent to Brabin's Endowed Primary School in the rural village of Chipping in the Ribble Valley. Accessibility to the setting is by a separate entrance which is fully accessible. The school hall and the Berry room are also registered for the setting to use for special events. There are two fully secured outdoor play areas. A maximum of 24 children aged under eight years may attend the setting at any one time. The provision currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting is open from 07.30 until 17.45 five days a week during term time only. A breakfast club operates every day during term time from 07.30 until 09.00 and the out of school club runs from 15.00 until 17.45.

There are currently 85 children on roll. Of these, 74 are aged under eight years, and of these, 49 are within the Early Years Foundation Stage (EYFS). There are 28 children in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

There are nine members of staff, including the manager, who regularly work with the children. Eight of the staff hold appropriate early years qualifications and one holds qualified teacher status. The setting is currently working towards the Lancashire Quality Kitemark.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress due to the excellent leadership and robust management systems in place. Staff know their children exceptionally well and display keen interest and delight when children talk to them. The setting supports inclusion very well. They work very closely with parents to involve them in their child's learning and there are highly effective partnerships between the setting and other professionals, particularly when children have additional needs. Children's welfare and safety is promoted extremely well due to high quality policies and procedures which are well reflected in the practice that takes place. The setting's very capable, dedicated manager works with the team to ensure that every detail of the provision is the best that it can be, with children's needs central to their philosophy. Highly accurate and well paced self-evaluation has ensured that the setting is continuously improving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance opportunities to develop independence for the younger children by

reflecting on resources and organisation.

The leadership and management of the early years provision

The setting's outstanding leader shows strong empathy and clear understanding of how children learn in all that she and her team offer. Policies are effectively maintained and reviewed, supported ably by both the committee and the very effective administrative staff. Resources and staff are deployed in a manner that creates maximum effectiveness for the children. Staff put children first in all they do and this shines through in their practice and in the environment. For example, a child's interest in princesses has been the starting point for the creation of an imaginative fairytale castle. While this displays staff's knowledge of the children's learning and development needs, it also demonstrates that staff are empowered to allow children to direct play and learning. Excellent monitoring systems are in place to ensure children's individual progress is tracked. Risks are well managed to ensure that children have opportunities to take calculated risks, such as in the outdoor play area, within appropriate boundaries.

Thorough checks are made on staff during the recruitment process and there is sound understanding of the staff's individual strengths and what they can bring to the team. The manager conducts regular appraisals and monitors staff achievements of key development areas which feed into the daily practice. Structured staff meetings and training ensure that staff are fully aware of their roles and responsibilities within the team. Both parental and staff feedback have been taken into account when evaluating current practice. As a result, all recommendations raised at the last inspection have been addressed well. High quality information is available to parents and is displayed on parent notice boards. Parents are kept well informed about their child's progress and how they can contribute to their development files. There is a strong two-way flow of information between home and the setting which results in a holistic approach to securing children's individual needs. Many parents are involved in supporting the setting, such as delivering professional training to the staff team. Children are safeguarded with robust and thorough policies and risk assessments that are regularly reviewed and actioned. The premises are suitable and safe throughout and allow children to safely explore their environment while adults are mindful of attending to potential hazards.

The quality and standards of the early years provision

Children's achievements are excellent in relation to their starting points. There are plenty of creative, and exploratory opportunities on offer, such as live tadpoles and a tarantula skin. The environment covers all areas of learning exceptionally well. Children's progress is monitored very effectively to allow staff to offer them opportunities to develop and to extend their learning. Children spend sustained periods of time in the environment exploring and investigating the bugs in the mud, or transporting coloured sand in the outdoor area. They engage with one another and with adults in the role play area where adults frequently facilitate play. While the environment offers excellent opportunities for children to learn and

engage, there is some scope for the setting to further enhance opportunities for independence, particularly with two-year-olds. Children take the lead throughout the session. For example, when children ask for storytime to be outside, the staff change the usual routine to accommodate the request. Adults support children's learning sensitively by encouraging children to explore and try new experiences, such as trying to roll the ball in the paint tray to create a pattern on the paper. Adults model the use of appropriate language and throughout the sessions there is evidence of planned purposeful play as children engage with one another and with the environment. Storytime offers children opportunities to experience adult-led sessions where the children are split by age to allow for more challenging discussions. Excellent planning systems create accurate evidence of children's achievements and the manager plans what to offer children next to effectively support their learning. When children are not making sufficient progress, staff ensure that any issues with development are acted upon promptly, using external agencies when appropriate. Behaviour is excellent and children know the routines and boundaries that are in place.

Adults effectively use a wide range of topics to encourage children to develop their self-awareness through topics such as fire safety and through visits from paramedics, community nurses, police and firefighters. Healthy food is provided at snack times which give children a real social occasion and opportunities to develop independence as they serve themselves from the snack station. The manager's vision for the outdoor space reveals great sensitivity to how children learn and how children's play in the outdoors can be supported. Children are able to enjoy and achieve as they have a wide range of excellent opportunities to be active learners, to be creative and to think critically. They are supported very well by adults to do this, particularly by the manager who is an outstanding practitioner and role model for other staff. There is a range of opportunities for children to learn more about the world around them as they raise money for the poor in other countries and celebrate festivals such as Wesak and Chinese New Year. Children are able to develop excellent skills that will set them in a good position for later life.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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