

# Chedzoy Pre-School

Inspection report for early years provision

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EY268136

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10/05/2010

**Inspector**

Rachael Williams

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Chedzoy Pre-School is committee run and opened in 1973. It operates from the Morganians Rugby Club on the outskirts of Chedzoy, Somerset. The group have use of a large hall and adjacent toilet facilities. The group section off a piece of the rugby pitch to accommodate children's outdoor play.

The group is registered on the Early Years Register for a maximum of 26 children. There are currently 39 children from two to under five years on roll. The group supports children who have special educational needs and/or disabilities. The pre-school opens five mornings a week during term time only from 9.00am to 11.45am with the option to stay for lunch until 1.30pm. The group run an afternoon session on a Wednesday for the summer term only which finishes at 3.00pm. Parents/carers and toddlers are welcomed into the group on Monday and Thursday between 9:45 and 11:15.

The committee employ seven members of staff. The two supervisors both have level 3 early years qualifications. In addition, four other members of staff have level 2 or above early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The warm and welcoming environment ensures that children are happy and confident. Through caring relationships children have an excellent sense of belonging and their welfare requirements are promoted well as practitioners are responsive to their individual needs. Excellent liaison with key agencies ensures that children with special educational needs and/or disabilities thrive within the fully inclusive environment. Individual planning ensures that children make good progress and, on the whole, organisation of the day and the learning environment ensures children make good progress. The committee and practitioners work exceptionally well together and have clear direction and good understanding of the priorities for the group and are beginning to evaluate the provision in relation to the impact it has on the children.

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

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

- develop further the learning environment to enable children to have additional opportunities to be independent learners and to provide flexibility to routines to ensure children are able to complete tasks
- develop further arrangements to share information with other early year providers to ensure continuity in children's learning and development.

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

Children are cared for in a safe and secure environment where their safety is paramount to vigilant staff. Comprehensive risk assessments of all areas used by the children are actively reviewed alongside the accident record to ensure potential risks are minimised promptly. Rigorous systems have been established to ensure that children are cared for by suitable adults; this includes robust induction and recruitment arrangements. All visitors entering the setting are monitored effectively through an accurate register and duplication of information onto a whiteboard to ensure children's safety is not compromised. Robust systems have been established to ensure children are collected by suitable adults at the end of the session, for instance, practitioners have either met or have photo identification of those that may collect children. The designated member of staff with responsibility for child protection issues has attended a relevant course and has cascaded information to all staff to ensure that they can promptly deal with any concerns arising.

Excellent use is made of the toddler session to ensure that children are happy and confident within the setting. It is a valuable time for practitioners to get to know the parents and the children's background so that a fully inclusive environment can be provided. Comprehensive information is requested from parents, for instance, 'getting to know me' and 'what makes me unique' to ensure that all practitioners have excellent knowledge of children's individual needs. Children with special educational needs and/or disabilities are fully supported within the setting through excellent liaison with professionals and key agencies, for instance, speech and language therapists and Portage. There is good liaison with many of the schools the children transfer to in order to ensure a smooth transition for them. Partnerships with other early years providers are beginning to be developed, for instance, an initial phone call was made to ensure a child was confident within a new nursery. Parents receive a wealth of information from the setting and feel very well supported by the staff. Many parents offer their time willingly to contribute to the running of the setting as part of the committee and are actively involved in the self-evaluation process. Committee and staff members work closely together and are developing good understanding of the priorities for the group to ensure sustainability and continuous improvement. Staff have been proactive in making improvements, such as refurbishment of the toilet facilities and attending Somerset Total Communication training to utilise home experiences, however, these have not been evaluated in line with the impact they have on children. The plans for the future are well targeted, for instance, to create a more permanent outdoor area with appropriate fencing, to provide a choice board and to use visual aids around the room.

A comprehensive operational plan, which includes relevant policies and procedures, is readily available and ensures the smooth running of the sessions. All policies and procedures are understood by staff and effectively implemented. On the whole, the learning environment is well organised and includes regular visits from people of interest and parents who are keen to share their skills, such as a physiotherapist supporting children in becoming aware of their body through the development of a

body plan. However, although the setting has organised independent access to a mark-making unit following their last inspection, there are few opportunities for children to access resources independently due to the limitation of storage.

## **The quality and standards of the early years provision and outcomes for children**

Children are closely supervised and are encouraged to become aware of their own safety, for instance, through regular evacuation procedures. Children are aware of expectations with regards to their safety. For example, when the toddlers visit, older children are mindful of their safety, for instance, one child states that if he sees a toddler running he will hold his hand up and say stop and remind them to walk as it is safer. Children manoeuvre themselves safely around the provision when they use ride-on toys; they negotiate space exceptionally well and avoid collisions. Good hygiene arrangements are in place, for instance, children confidently access tissues to blow their noses and dispose of them appropriately. When staff support children in this process they sterilise their hands after use with a sanitising gel. Children have an excellent sense of belonging and thrive when they are given responsibilities, such as counting the correct amount of plates and cups needed for their table at snack-time. Children are offered healthy choices, for instance, they decide whether to pour themselves a drink of milk or a drink of water. Very good hygiene arrangements are in place and children are aware of the need to wash their hands using antibacterial soap. Appropriate equipment within the toilet facilities ensure children's independence and privacy. On the whole, there are good systems in place to ensure that medication is administered correctly and appropriately stored. Information is readily shared with parents regarding medication, accidents and incidents. All practitioners have received appropriate first aid training which is monitored appropriately to ensure access to further training when required.

Children are eager to attend and respond well to challenges with great enthusiasm. Children are keen to play with the play-dough and use tools for a purpose, for instance, a knife to cut shapes. Children manipulate the play-dough, rolling it in their hands to make balls. Children use their imagination well and enlist resources and props to support their learning, such as the cooker from the play area so that the play-dough cakes can be cooked. Children access the mark-making equipment independently; one child selects a lifecycle worksheet and relates it to an incident that happened at home when her mummy helped a trapped butterfly. Children participate enthusiastically when singing favourite songs and rhymes such as, 'Dingle Dangle Scarecrow'. Children show sustained interest in self chosen activities. For example, a younger child concentrates fully on stacking different size cylinders to create a tower. Mathematical language is used in her play as she states, 'It's going to be much, much taller' and exclaims, 'It is taller than me' before it topples over. Individual planning ensures that children are challenged appropriately. Pertinent observations ensure that children's interests and preoccupations are acknowledged and influence future ideas. Learning priorities are identified and are fully understood by the key person to help promote learning and development. Parents are beginning to contribute to children's learning, for instance, adding their thoughts to the profile documents when they

are shared each term.

Children are aware of routines, for instance, they are given a five minute warning to cease play ready to tidy away for snack-time. However, some routines are inflexible and do not allow children to finish their tasks. For instance, two children were engaged in a creative activity and, although they carried on throughout the tidy up session, they still did not have the opportunity to finish their creative activities. During this activity an older, more able child shows excellent coordination and spatial awareness as she handled scissors safely and created a flower with individual petals and a heart-shaped centre; she explained that she had witnessed this on a television programme and wanted to copy it. Children's communication skills are developing exceptionally well. Somerset Total Communication, a recognised sign language, is consistently used and supports all children to become excellent communicators. Children are attentive listeners, for instance, they listen for their name at registration and respond appropriately. They thoroughly enjoy the retelling of a familiar story and the interactions of a marionette.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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