

# Cheapside Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY341509
<b>Inspection date</b>	25/02/2010
<b>Inspector</b>	Lynne Elizabeth Lewington
<b>Setting address</b>	Cheapside Pre School, Cheapside Road, ASCOT, Berkshire, SL5 7QH
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<b>Email</b>	
<b>Type of setting</b>	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**

Cheapside Pre-School opened in 2006 and operates from Cheapside Village Hall, Ascot in Berkshire. They have level access to a large hall, toilet and kitchen facilities and a secure outside area.

The setting is registered on the Early Years Register to provide full day care for 24 children and accepts children from two years to five years. The setting is open Monday to Thursday from 8.45am to 3.00pm and from 8.45am to 12.30pm on Friday, term time only.

There are currently 30 children on roll, of these, 22 are in receipt of nursery education funding. The setting is able to support children with special educational needs and/or disabilities and children for whom English is an additional language. Children attend for a variety of sessions.

There are eight members of staff who work with the children. Most hold a relevant qualification and professional development is ongoing.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make good progress in this enabling and inclusive pre-school. They play in a happy welcoming environment that provides excellent opportunities to develop their confidence, independence and social skills. The setting continuously evaluates their practice using feedback from staff, parents, children and other professionals to update and enhance the quality of the service they offer. Consequently, they make continuous improvements which promote positive outcomes for children.

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

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

- continuing to develop the observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

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

A comprehensive safeguarding policy enables parents and staff to be aware of the setting's role in protecting children. Sensible measures are taken throughout the premises and on outings to ensure risks are managed effectively. Appropriate care is taken to ensure all staff and volunteers are suitable to work with young children.

Strong leadership and management ensure that all aspects of the service are managed very effectively. All the staff are appropriately qualified and enthusiastic in their work. Documentation is well maintained to meet the requirements of registration. The premises are clean and well maintained providing an attractive environment for the children's care and play. Toys and equipment are all good quality and in good condition.

Excellent use is made of all the available space, both indoors and out, to provide the children with an interesting and exciting play environment. Children benefit from daily opportunities to explore the natural secure outdoor environment where they run, roll, dig and hide in the bushes. Planning enables staff and volunteers to use their knowledge and interests to extend the children's learning opportunities. For example, volunteer 'Grandma and Granddad' share their knowledge and skills of gardening with the children, enabling them to grow fruit and vegetables which they later cook and eat at pre-school.

Children meet a wide range of people enabling them to develop their awareness of the wider world and the different roles people play in the community. They have met a midwife and listened to the heartbeat of a baby inside its mother's tummy, a 'helping dog' and its owner and plans are in place to meet other community professionals. Children learn about children in Kenya through photographs and newsletters from a charity home they help to raise funds for. Books and posters around the setting present the children with positive images of our diverse society and they learn about traditional and cultural events.

Excellent partnerships with parents/carers and others in the community are in place. Parents speak very highly of the setting. They particularly praise the routines the children follow and the welcoming environment the staff create through their friendly and professional involvement with the children. Parents opinions are sought annually through a questionnaire and improvements to the service developed from the information provided. Play plans, newsletters, learning journals and photographs in addition to face-to-face contact with parents all help to keep parents well informed. Links with the local schools are strong; this helps to ensure the children are well prepared for the transition to school.

Self-evaluation is a constant part of the setting's routine. Staff meetings are used to share views and ideas; they seek views from parents and are developing ways to gather the children's views. The manager and her team have many ideas for continuous improvement. Their passion and enthusiasm for their work indicates they will continue to develop this high quality pre-school ensuring it provides the children with a stimulating and exciting play environment.

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

Children demonstrate a high level of social skills and independence. They are confident and happy, and separate easily from their parents on arrival. Children have opportunities to undertake a whole range of activities which encourage all aspects of their learning in every session. The room is set out in a familiar way

enabling the children to know where they can access activities.

Children use books around the setting to support their learning. They look at the books and some are able to tell their friends the story as they look at the pictures. The pre-school offers a book lending service and children enjoy the opportunity to select a book to take home to share with their family. The daily routine provides many opportunities for the children to develop their problem solving, reasoning and numeracy skills. They count, match and sort as they play with puzzles and construction toys, also as they help at meal times and registration. Children enjoy creating their own colourful creations as they use the paints and creative materials independently. Outdoor activities encourage their physical development as they run and dig in the garden. Children develop their physical skills extremely well as they play both indoors and out.

The familiar routines provide the children with a sense of security as they know what will happen next. They learn to consider the needs of others as well as their own. They listen attentively at registration time and story time to the adults and their playmates. At snack and lunch time they enjoy the social event of helping to set the tables, and then take turns to help themselves to snack and pour their own drinks. They are developing good manners through the positive role modelling of the staff.

Observations of the children supported by photographs indicate the children are undertaking many activities and developing their skills. However, currently the learning journals do not all sufficiently identify the progress the children are making from their starting points.

Excellent care is taken to ensure the children have opportunities to achieve positive outcomes. They show increasing awareness of how to behave safely and staff remind them gently of appropriate behaviours. They have regular fire practices ensuring all children know how to safely leave the premises in an emergency. Accidents are recorded clearly and all staff hold up to date first aid qualifications. Children develop an awareness of healthy living through learning about healthy foods which they help to grow and cook. They demonstrate an awareness of healthy hygiene routines and clearly enjoy physical activity in the fresh air.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
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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