

# Cherhill Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY337888
<b>Inspection date</b>	24/02/2010
<b>Inspector</b>	Denise Franklin

<b>Setting address</b>	Cherhill Primary School, Middle Lane, Cherhill, CALNE, Wiltshire, SN11 8XX
<b>Telephone number</b>	01249 812871
<b>Email</b>	swheeler8@aol.com
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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*.

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.

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## **Description of the setting**

Cherhill Pre-School has been registered in its current premises since July 2006. It was formerly Cherhill Playgroup, which operated for over 28 years from the village hall. The group is set in the grounds of Cherhill Primary School and the setting is developing links with the school. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting is registered for 32 children from two to five years. It is open from 08.45 to 15.15 term time only. There are currently 43 children on roll in the early years age range and 33 of these children receive funding. The setting supports children with special educational needs. The group has use of two rooms, a kitchen and toilets in a self contained mobile unit and a fully enclosed outdoor area. Five staff work with the children. Two members of staff have undertaken Level 2 qualifications and the rest are appropriately qualified to Level 3. The manager has a Foundation Degree in Early Childhood Studies. The group receives support from the Early Years team.

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

Overall the quality of the provision is outstanding.

Cherhill Pre-school is outstanding. It is highly effective and all children are making very good progress in relation to their starting points. The setting has an excellent partnership with parents/ carers and other agencies to ensure that the children are extremely well cared for and the needs of each child are fully met. Leadership and management are outstanding and priorities for development are clear and appropriately focussed. Staff are working very effectively with the manager to ensure high quality inclusive provision for all the children. The setting has outstanding capacity to continue to improve.

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

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

- develop strategies to work more closely with the school to ensure a smooth transition to the children's next stage of learning.
- ensure that the outdoor area provides children with opportunities to develop skills in all areas of learning, particularly numeracy and mark-making.

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

The manager has very high aspirations for quality through on-going improvements to provision and care of all children. She has used her knowledge gained whilst studying for a degree in Early Childhood Studies very effectively to monitor and

evaluate practice and provision and to implement appropriate improvements. The manager is supported by a highly committed team of staff, who benefit from her enthusiasm and motivation. Morale is high and several staff are being encouraged to attend courses to develop their skills and knowledge. This is having a positive impact on the provision. All procedures relating to the safeguarding of children, including the checks carried out to ensure all staff are suitable to work with children, are outstanding. Comprehensive policies and procedures are implemented consistently to ensure children are safe and any concerns dealt with promptly. The setting fully complies with the requirements of the Childcare Registers.

The setting very effectively uses a quality assurance scheme to monitor and evaluate the provision and to support them with their self-evaluation form. This is a detailed document, which has involved the views of staff, parents and children. Actions taken by the setting are implemented rigorously and monitored effectively. All recommendations from the last report have been addressed. The manager regularly reports to the committee who are actively involved in all aspects of the work of the setting. Staff are extremely well deployed to ensure the needs of all the children are fully met. They enable children to decide for themselves whether to be inside or outdoors and small group adult led activities enable the individual needs of all children to be fully met. As a result children with special educational needs are fully included.

The setting is highly committed to working in partnership with others. Partnerships with early years settings and other agencies are excellent. The manager works very closely with the early years team in the local authority to improve their own provision, to provide additional support for children with special educational needs and to host early years training events. However, partnership with the local primary school on site is less well developed. The setting has use of the school grounds and recently children in key stage one visited the setting to share in a visit from a guide dog for the blind. However, regular visits to the school to support a smooth transition to the reception class are less well developed.

Partnership with parents and carers is outstanding and has been a priority for the setting for the last two years. Parents receive regular information through newsletters, notice boards, email and from their child's learning journey. They are provided with information about the curriculum and how they can support their child at home. Regular meetings are held with the child's key person to discuss the child's progress and next steps in learning and development. Parents enjoy taking part in events such as walks in the woods and help to raise funds for the pre-school and other charities. Parents are encouraged to share their child's environment and to comment about the provision through a comments form or through the parent liaison office from the committee. The setting has recently reintroduced a 'contact book' to further improve home/ school links.

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

The setting very successfully plans for the 'unique child'. As a result children thoroughly enjoy learning and achieve extremely well in a safe stimulating learning

environment. Adults use detailed observations of children at play very effectively to identify their interests, learning needs and next steps. These form the basis of planning an excellent balance of adult-led and activities selected by the children. Since the last inspection resources have been reorganised to enable children to access them and for children to be able to celebrate their achievements through displaying their own work. Children are gaining independence and fully involved in deciding what they want to do and learn. They can choose whether to be indoors or outside and know the routine of changing into Wellington boots and wearing coats when outdoors.

The outdoor area is used well for most aspects of the children's learning and development. The setting has identified the need to provide more opportunities for developing numeracy skills. Opportunities for mark making in the outdoor environment are also less well developed. The challenging environment of banks and grassy slopes enables the children to take supervised risks and is an exciting place in which to investigate, learn and develop.

Helping children to keep safe is a high priority and as a result children are extremely well cared for. Security procedures are excellent and adults regularly talk to the children about how to stay safe. They plan a range of activities, including stories and games, and encourage visitors such as the police and the fire brigade to talk to the children about safety. Adults use puppets and games to encourage children to talk about their feelings and any concerns. Children have an excellent understanding of the importance of good hygiene and know why they need to wash their hands regularly. They have plenty of fresh air and exercise and enjoy healthy snacks. The setting encourages snack time to be a social occasion when children sit with their friends. They confidently pour their drinks from small jugs and select their own healthy snacks. The setting sometimes operates a café system to allow children to choose when they want their snacks but feel that the organised snack session is most effective and enjoyable for the children. Newsletters to parents often promote healthy diets for children and the setting grow their own vegetables and fruit. Behaviour is excellent and children play extremely well together. They are very polite to adults and to each other. Individuals thoroughly enjoy helping the adults and take their responsibilities very seriously, for example, one child carefully moved the name labels from one board to the other before snack and ensured each child's name was in the correct place. Children are achieving extremely well and are consistently developing good basic skills. They are extremely well prepared for their next stage of learning and development.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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	1
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	1

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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