

# Chirton Pips Pre-School

Inspection report for early years provision

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**Unique reference number**

EY263789

**Inspection date**

28/04/2010

**Inspector**

Eira Gill

**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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Chirton Pips Pre-School is managed by a Committee and opened in September 2003. The Pre-School operates from a mobile classroom within the grounds of Chirton Primary School that is situated in a rural village close to Devizes, Wiltshire. There are links with the host school. The Pre-School is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/ or disabilities.

The playroom is equipped with toilets, a lobby and kitchen facilities. There is a fully enclosed outside area for physical play. A maximum of 15 children may attend the setting at any one time and 11 children aged from two to under five years are on roll, four children are under three years. The Pre-School receives funding. Children attend for a variety of sessions.

The Pre-School opens five mornings a week during school term time. Sessions are from 09.00 until 12.00 but, in addition, children can stay for the lunch club which is organised from 12.00 until 12.55 on three days of the week. The setting employs three members of staff. Two hold a Level 3 National Vocational Qualification and the other member of staff, who also acts as the Administrator, holds a Level 2.

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

Overall the quality of the provision is good.

Provision is good and effective staff teamwork ensures the children make good progress. The uniqueness of each child is fully considered by all members of staff. Partnerships with parents and the host school are outstanding and the well practised systems in place ensure the children enjoy a wide range of activities. The issues for improvement from the last inspection have mostly been dealt with and further focused improvements have been made. The capacity for future improvement is good.

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

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

- ensure that an annual risk assessment of the premises is carried out
- ensure that the children have a go at writing their names on their paintings or drawings that are displayed on the walls.

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

Members of staff focus well on ensuring children make good progress. They respect the children's different backgrounds and have a good understanding of their needs. Required policies and procedures, including safeguarding, are

regularly reviewed and updated. Assistants are carefully vetted for their suitability and are alert to health and safety issues. Children are well protected. The indoor and outdoor environment as well as equipment is checked thoroughly every day. Very clear signed records are kept. However, risk assessment would be further improved by having an annual more formal evaluation.

The manager has almost completed the self evaluation form and, as a result, has identified and already put into place several improvements such as ensuring that the children now have a freeflow of activities inside and outside of the building. Planning has been further improved to ensure 'next steps' in learning are identified in more depth. Most improvements from the last inspection have been put into place. An exception is to ensure that the older children, in particular, have opportunities to have a go at writing their names on their work which is going to be displayed. The manager ensures that members of staff are given training opportunities to raise their level of knowledge and understanding.

The manager works closely with the fairly new Chair of the Committee. She is kept well informed by the manager and is playing a valuable role in support of the Pre-School as well as keeping parents informed. Partnerships with parents and childminders are outstanding and all are encouraged to visit and observe what goes on in the Pre-School. They are invited to informal meetings to discuss their children's progress. Their observations inform future planning activities and this is an improvement from the last inspection. In discussion, parents said, 'Communication is excellent. We are given little notes to keep us informed' and 'He wants to go to the Pre-School all the time...every day!' Parents have responded to questionnaires exceptionally well.

Links with the host school are excellent. The headteacher and manager chat formally about the needs of each child who is about to start school. Staff and children are invited to join the host school for several events throughout the year. These first rate liaison procedures ensure children are more confident about going to school for the first time.

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

The inspection took place on a day when members of staff, children and several parents visited a working farm several miles away. The highest priority was given by staff to the welfare of the children and to safeguard them both while travelling and during the visit. The excellent ratio of adults to children was nearly one to one and the children were confident and excited about travelling on the village community bus to the farm. Before they left, the children were reminded about where they were going and what to expect. The manager ensured that all the arrangements for travelling as well as their day at the farm reflected the children's age, their needs and backgrounds.

On arrival, the children were given a talk by one of the farm workers about safety during their visit and given bags of food that they could give to the young animals. They were instructed to keep their hands flat so that the animals could eat the

food easily. They also learned how important it is to wash their hands using the gel machines found in all locations around the farm to keep their hands scrupulously clean. Their behaviour was excellent throughout the visit as they followed instructions and responded well.

The children's knowledge and understanding of the needs of young animals improved substantially during the visit. Their understanding was enhanced considerably by watching the adults who acted as role models. They showed the children how to feed the goats and rabbits. The young workers at the farm ensured that all children had the opportunity to hold a tiny chicken very carefully but not all of the children were confident enough to do so. Nevertheless, they watched their friends hold and stroke the chickens and gradually became more confident about touching or holding the animals. The older children made a positive contribution to the visit and were particularly kind to the younger ones by encouraging them to come closer to the fencing. They showed them how to stroke the animals and hold their hands flat.

All children made good progress in several areas of learning and much enjoyed their visit. This will help them considerably in the next phase of their education. Their knowledge of how young animals behave towards their mothers grew steadily as they watched baby goats nuzzle their mothers to try and feed. It was clear that the children are used to healthy living and being out in all weathers. They took no notice at all of the rain when a slight shower occurred.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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