

Chacombe Preschool Group

Inspection report for early years provision

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Inspector	Edgar Hastings

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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).

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

Chacombe Pre-school Group is managed by a committee who are the directors of Chacombe Pre-School Limited. It opened in 2005 and operates from a mobile classroom within the grounds of Chacombe School in the extreme south of Northamptonshire on the Oxfordshire border. The pre-school is accessible to adults and children who may have disabilities.

There are currently 21 children from two years to under five years on roll. This includes 10 funded three year olds. Children attend for a variety of sessions. The setting is able to support children with special educational needs and children who speak English as an additional language. The group is on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register.

A maximum of 20 children may attend the setting at any one time. The setting is open Monday to Friday during school term time from 8.50am to 12.00pm. The afternoon sessions run on Tuesdays and Thursdays until 3.15pm. All children share access to a secure enclosed outdoor play area.

Three staff work full-time with the children. Two staff hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority. The setting has close links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Chacombe Pre-school provides a good level of care and ensures children's welfare needs are all met. Children enjoy attending this setting because they are provided with a good variety of enjoyable experiences which helps them to make good progress in their learning and development. This is an inclusive setting where the staff enjoy strong relationships with the children and cater well for their individual needs. Children's safety and well-being are a priority, and the setting has good relationships with parents. The leaders have made a number of improvements over time, which indicates that they have the capacity to continue to develop further.

What steps need to be taken to improve provision further?

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

- improve mark-making opportunities in order to assist children's development of early writing skills
- provide opportunities in the outdoor area for children to practise and extend their skills in problem-solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

The leadership and management of Chacombe Pre-school is good because the process of self-evaluation and reflective practice is used effectively to identify what is done well and what needs to be developed further. As a consequence, a number of developments have been made to improve the provision. As well as addressing the issues raised at the previous inspection, the setting is continuously trying to improve the quality and standards of care. Permission from parents to seek medical advice or treatment is now dealt with as part of the admission process. Staff deployment and improved planning now ensures the needs of children aged two years are met. Early Years Foundation Stage (EYFS) training, and support from the Early Years advisor has helped to improve the outcomes for children under three. Staff have regular opportunities to access training and this has helped improve their knowledge of children's next steps in learning, and specifically, has included courses in letters and sounds and managing disabilities. The manager demonstrates clearly her ambition and desire to continually develop the pre-school, and to show her commitment she has embarked upon a course leading to a recognised qualification in Early Years Foundation Stage. Planning is now more clearly focused on children's interests and determined by regular observations and assessments of their progress. Improvements include a successful grant application that has enabled the installation of a canopy in the outdoor area to allow more free-flow activities through the year and in all weathers. New information and communications technology equipment has been acquired to enhance children's learning opportunities. A herb garden and a planting and growing area has been developed to enhance children's understanding of the natural environment.

Although the setting's accommodation is small, imaginative use is made of the space to provide for the areas of learning with suitable resources to support children's learning and development. Resources are of good quality and are organised effectively and are immediately accessible to children. New outdoor toys and equipment for the outdoor area allows children to self-select and encourages them to be active. The outdoor area lacks facilities and resources that enable children to experience activities to promote their number skills and knowledge. Staff are deployed effectively to ensure that there is a balance of adult-led activities as well as opportunities for independent learning. The setting promotes the diversity of society well through photographs, posters and multicultural resources and toys for children to experience. The celebration of a number of festivals including the Chinese New Year, Eid and Diwali effectively supports children's development in this area.

The group has placed a high priority on safeguarding children and has good procedures in place. The premises are secure and there are good arrangements for admitting visitors and for handing children over to their parents or carers. Daily risk assessments are carried out to ensure the safety of the premises and resources the children are likely to use, and a major programme of annual risk assessments is in place and detailed records kept. The fire service have given guidance and advice on the use of safe door closures. All staff are rigorously

vetted and checks carried out to ensure their suitability to work with children. Child protection training is undertaken by the staff, as well as courses in first aid and food hygiene.

Relationships with parents are strong and they speak highly of the level of care provided for their children. They are kept well informed about their progress through daily opportunities to view their 'Learning Journey' assessment folders, daily discussions with their child's key person and open evenings and termly reports. An achievement board encourages parents to become involved with their progress, and parents are encouraged to contribute to topics through providing things of common interest. Book borrowing enables children to share their favourite stories at home with their parents. There are good induction procedures in place at the setting, such as an introductory brochure and a preliminary visit system. Parents have the opportunity to stay and play with their children whenever they wish and are encouraged to contribute to their children's personal profile.

The good links with the school ensure children are able to transfer smoothly due to the good transition arrangements. Children have many opportunities to make visits and to join in some of the school activities, such as times of special celebration and trips out to church with the school at Christmas and Easter. The children's assessments are shared with the school and with other settings that the children may attend to ensure continuity at the time of transfer.

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

Children have an enjoyable time in the pre-school because learning is made fun through the many opportunities to engage in play either with their friends or individually. Children enter the setting confidently and know what to do because they are familiar with the routines. They enjoy good relationships with the staff and feel safe and secure because of the good level of care provided for them. Freedom to choose activities enables children to follow their own interests. They can either engage in adult-led activities or choose their own toy from the well resourced areas of learning. The learning environment is bright and shows evidence of the many activities the children have engaged in over time. Lots of opportunities are provided for children to develop their creativity through a good range of activities that involve them in cutting, sticking and designing. Play dough is popular and also supports the development of fine motor skills as children enjoy kneading, pressing rolling and cutting to form a variety of shapes and models. Painting is enjoyed as children make swirling patterns of colour as they move the brush in circular movements. Mark-making opportunities are limited because the setting has not developed this area very imaginatively. The computer is popular and groups of children gather around in twos and threes to enjoy participating in a song time programme. They sing with clear enjoyment, and show good mouse control skills as they move into other programmes that effectively support their development of numeracy skills. They are familiar with numbers up to 10 and enjoy learning this way. Adults share role play activities with the children and act very well at being the children's play partners. They help develop scenarios in the home corner to support children's language development through focusing on

specific vocabulary.

The free-flow arrangement offers children a good range of opportunities to be active and to engage in play related activities. Children show some curiosity as they closely examine the growing flowers that they helped to plant earlier in the year. They ride the tricycles skilfully around the paved area carefully avoiding the other children who are at play. Sand and water play are popular and children cooperate well with one another. Painting in the outdoor area is enjoyed by a large number of children who industriously engage in painting with water and brushes. A plank placed across two crates provides an interesting challenge as children find ways of carefully balancing as they cross from one side to the other. Others engage with an adult in role play, using the doctor's kit and stethoscope. The provision is enjoyable for children who are able to engage in the activities that encompass the six areas of learning.

Staff carry out regular observations of children to monitor their progress and to plan the next steps for their learning. Planning is evaluated by all staff at regular meetings, and topics are planned specifically with their children's individual interests in mind. For example, the story of 'The Biscuit Bear' is popular and so this becomes the focus for a variety of enjoyable activities including biscuit making, bear hunting, and making bears. Healthy lifestyles are promoted well through the regular opportunities to be active. Snack and lunch times are guided by a policy on healthy eating. At snack time children are encouraged to be independent as they take a snack when they are ready and help themselves and pour their own drinks. The welfare of children is given high priority and meets all requirements. Children know they are safe in the setting, and are made aware of staying safe and safe behaviour through regular references to the golden rules. Children know and follow the hand washing rules, and staff have adopted good hygiene procedures. The setting encourages the children's independence and this is seen when they self-register, play cooperatively and make their own decisions and choices. Participation in circle time is encouraged, where children are developing in self-confidence and have a good sense of belonging. Good progress in their personal and social development ensures they are being prepared well for the next stage of their education.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met