

Chipstead Pre-School

Inspection report for early years provision

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Inspector Rebecca Khabbazi

Setting address Peter Aubiton Hall, Elmore Road, Chipstead, Coulsdon,
Surrey, CR5 3SG
Telephone number 07881 654 588
Email chipsteadpreschool@fsmail.net
Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Chipstead Pre-School was registered in 1992 and has been running since the 1970s. The preschool is managed through a parent committee. It operates from a multi-purpose village hall within the village of Chipstead in Surrey and serves the local community. The setting has the use of a main hall and there is access to an outdoor play area.

The preschool is registered on the Early Years Register to care for a maximum of 24 children aged from two years old to the end of the early years age range at any one time. There are currently 42 children on roll, who attend for various sessions. The preschool supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. The setting is open from 9.15am until 2.45pm on Monday, Thursday and Friday, and from 9.15am until 11.45am on Tuesday and Wednesday, during term time only.

There are six staff who work at the setting, four of whom have relevant qualifications. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the inclusive, very well organised environment. Excellent partnerships with parents ensure that all children's needs are met and they make good progress in their learning, given their age, ability and starting points. Effective self-evaluation by the whole staff team means that any priorities for future development are quickly identified and acted upon. This ensures that the setting is highly responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- continue to extend the outdoor play provision across all areas of learning
- evaluate the organisation of large group circle and story times to ensure that all children fully benefit from these sessions

The effectiveness of leadership and management of the early years provision

The setting places high priority on safeguarding children and all staff have a comprehensive awareness of their responsibilities in this area. Detailed policies and procedures are implemented consistently and robustly by staff. Excellent risk assessment procedures ensure that the environment is safe and staff are proactive in resolving any concerns they have, for instance by consulting the fire department about fire safety issues, and gaining agreement to changes. All required documentation that promotes the health, safety and well-being of children is in place and is comprehensive and well organised. Excellent use is made of resources at the setting. The staff team is well established and work effectively together, which ensures children benefit from a high level of support. Space and equipment are extremely well organised to create a welcoming, stimulating learning environment where children have excellent opportunities to access learning resources independently.

The manager and staff team make good use of feedback from parents and children to monitor and evaluate the provision and identify areas for improvement. Parents' views and suggestions are actively taken on board by the setting and they are heavily involved in decision-making on key matters, including for instance term dates and the way that parent and key person meetings are organised. Actions taken through the self-evaluation process are well targeted to lead to improved outcomes for children, for instance ongoing improvements to the learning environment which have significantly enhanced children's independence and autonomy at the setting. Staff work closely with parents to ensure they have a good understanding of each child's background and needs. They use effective strategies to ensure all groups of children achieve well and receive appropriate support where required, so that equality and diversity is promoted. Parents receive comprehensive information about the setting through the noticeboards, regular newsletters and day-to-day discussions, as well as regular meetings to discuss their child's achievements and written end of term progress reports. The preschool also works closely in partnership with other providers where children attend more than one setting.

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

Children show a very strong sense of belonging and security at the setting. They are confident, settle well and develop excellent relationships with staff and each other. They show high levels of autonomy as they select their own resources, quickly become familiar with the routines and expectations of the setting, and behave extremely well. Children take responsibility for their own and other's safety when they remember not to run inside or when they help tidy away the toys on the floor. They benefit from projects and activities that give them an excellent understanding of safe and respectful behaviour towards each other. Children adopt simple good hygiene routines, carefully washing their hands at the sink before

their snack. They play outside every day as part of a healthy lifestyle, enjoying running around in the fresh air, pedaling bikes and practicing new skills when they try and walk on stilts for the first time.

Children take part in a wide variety of interesting activities and experiences that support their development across all areas of learning, although the newly established outdoor area is not yet utilised to its full potential. They benefit from a well-balanced routine with good opportunities for uninterrupted independent play. Staff know children well. They make careful assessments of their achievements and use these to plan activities that build on their knowledge and skills. This ensures children make good progress towards the early learning goals.

Children are keen to communicate and they eagerly start conversations and talk about their ideas and experiences. They enjoy large group stories and circle times and receive appropriate support from staff during these sessions. However, at the moment not all children routinely take part in smaller group sessions and circle times, to ensure that all children can fully benefit from these times. Children develop skills for the future when they write and make marks as they play, writing a letter in the role play doctors or a list to take shopping. They solve simple problems when they work out how many are left when one little man in a flying saucer flies away during a number song, and they take part in activities where they match and sort colour and shape. Children find out about the world around them when they have a close look at a spider's web, and when they visit the local pond to explore the wildlife. They use their imaginations when they choose materials from the craft trolley to make, create and design, or when they proudly show off the flying snowman they have modelled from playdough. Staff make the most of diversity to help children understand the world they live in, and children benefit from experiences and resources that help them learn to value diversity. Children are well occupied and stimulated throughout the session and thoroughly enjoy their time at the setting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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	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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