

# Chipping Norton Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	133470
<b>Inspection date</b>	22/10/2010
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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*.

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

Chipping Norton Pre-School has been registered for over 30 years. It is managed by a committee made up of parents of children at the pre-school and members of the local community. The group operates from its own building in the grounds of the comprehensive school at Chipping Norton in Gloucestershire. The pre-school is located close to the town centre and other local facilities. The children use a playroom, a smaller messy/cloak room, a kitchen area and a quiet room. There is a large, fully-fenced outside area with paving, trees, balancing beams, playhouse, shed and a sensory garden. The pre-school is open on weekdays during term time from 8.30am to 3.30pm and operates wrap-around care.

The pre-school is registered by Ofsted for 26 children from two to eight years on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 40 children in the early years age group on roll. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs a manager, two supervisors and five part-time members of staff. Of these, six hold appropriate early years qualifications and three are working towards a qualification. The manager is currently gaining an Early Years Foundation Degree. The pre-school holds an award from the Oxfordshire's Quality Assurance Scheme: Partners in Quality and has links with local schools. It is one of the pilot centres for "Flexible 15" funding and provides funded early education for two-, three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a fully inclusive environment where children settle to be secure and happy. Well developed knowledge of children's individual needs ensures that the caring and enthusiastic staff successfully promote all aspects of children's welfare and learning. As a result, children's learning and development is effectively promoted given their age, ability and starting points. Children are safe at all times and enjoy the pre-school's emphasis on stimulating, outdoor play all year round. Many aspects of the partnership with parents are well developed, and excellent systems are identified to make links with agencies and other providers with whom children have contact. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- extend the two-way flow of information with parents to promote a shared understanding of children's starting point in each area of learning.

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

A high priority is given to keeping children safe and promoting their welfare. Staff are well trained to know what action to take to ensure that children receive the protection and support they need. Employment procedures are robust, including procedures to ensure the suitability of staff is regularly reviewed throughout their employment. Staff members are actively supported to improve their knowledge and skills so they are better equipped for their roles working with the children.

Staff are vigilant and implement a comprehensive programme of risk assessment to keep children safe from harm. The premises are kept safe and secure. All necessary records and documentation are in place and are maintained to a high standard. Information for parents and carers, such as the certificate of registration, is clearly displayed.

Very good use is made of all available resources. For example, the deployment of staff is carefully considered to ensure that children are well supported and that they develop strong attachments to key people. High quality, accessible toys and equipment are well maintained and supplemented by staff who clearly take a pride in their responsibilities.

The pre-school is fully committed to working in partnership with others. Adults take a lead role in establishing highly beneficial working relationships with other agencies and early years provisions attended by the children. For example, staff members liaise closely with schools to discuss children's future requirements, interests and progress. The pre-school establishes highly positive relationship with families ensuring each child's needs are met. Parents are kept well informed about their children's achievement, well-being and development. They are helped to support their children's learning in different ways, for example, by recognising all the learning that arises from an activity, such as water play.

The effective implementation of positive strategies means that the setting is fully inclusive. Difference is recognised and valued. For example, words and books in children's home languages are displayed around the building providing a solid basis on which to develop English language and to learn about each other. In addition, strategies such as signing and the use of pictorial instructions for activities such as hand washing, highly encourage all children to develop their knowledge and skills.

The professional leadership and supportive management of the pre-school have high aspirations for the quality of the provision. This is reflected through the support given to staff and the strong emphasis on self-evaluation and ongoing improvement. Recommendations from the previous inspection are fully implemented to improve safeguarding and the children's concentration through the group's routines. The pre-school regularly seeks the views of staff, parents and

children in order to identify areas for development and implement clear plans of action to ensure a positive outcome.

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

The children make good progress in their learning and development. This is because staff are aware of their individual interests and needs and use this knowledge to plan effectively for their next steps. For example, children's interests in outdoor play and picnics are well used as a basis for their learning. Starting points are appropriately measured using general information from parents so that staff are able to settle children and begin to promote their learning from the outset. A well-established programme of observation and assessment is used alongside verbal information from parents to accurately map children's achievements towards the early learning goals.

Children's progress is good in all areas of learning which means that they actively develop skills for the future. They enjoy a good balance of adult-led and child-initiated activity, both in and out of doors all year round. Personal, social and emotional development is evident through developing friendships and cooperative play. Children enjoy choosing books, listening to stories and speak confidently about their ideas, such as making a jet plane. They benefit from the strong programme to link sounds and letters so they learn to write for their own purposes, add "words" to their register and name their work. Problem solving, reasoning and numeracy skills are well developed, for example, as children choose and work through interesting computer programs. They form circles in shaving foam and become familiar with mathematical language, for example, as they form "round" balls of clay and place feathers "on top" to decorate their pots.

All children feel very safe and secure at the pre-school as they have strong bonds with staff, particularly their key persons. They learn to keep themselves safe through well planned activities, such as visits from the community police officers. They are familiar with emergency procedures as they regularly practise evacuation drills. Children willingly adopt healthy lifestyles as they develop competent personal hygiene routines and value exercise through free access to the gardens and large equipment, including a challenging climbing frame. They regularly drink water to keep themselves hydrated and make healthy choices from the food provided.

Children behave well as they are clear about the ground rules and respond well to the consistent, gentle encouragement of staff. They relish opportunities to take on responsibility and readily help with special tasks, such as preparing for a birthday celebration. Children enjoy learning about the wider world as they recognise seasonal changes, create scenes using "small-world" toys and recall family outings to paint their impressions of events, such as the annual "Mop Fair".

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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	2

### 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

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