

Chesil Bank Pre-School

Inspection report for early years provision

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Inspector

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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

Chesil Bank Pre-School opened in 1994 and operates from the village hall in Abbotsbury, Dorset. Children come from the local and surrounding areas. There are two rooms, kitchen and toilet facilities and an enclosed outdoor area. It is open term time only from 9.30am to 12.30pm, Monday to Friday with an additional session on Tuesday afternoon from 12.30pm to 3pm. It is managed by a committee of parents of children at the pre-school and members of the local community. The pre-school is registered on the Early Years Register and both parts of the Childcare Register to provide care for 20 children under eight years. There are currently 16 children on roll in the early years age group. The pre-school receives funding for free early years education. The pre-school supports children who have special educational needs and/or disabilities. There are five staff employed to work with the children, of whom three hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the friendly pre-school and there are plenty of resources to choose from. There is a relaxed atmosphere, although at times, a lack of organisation means that children can become restless. Regular observations are taken of the children at play, but these are not used fully effectively to identify their next steps in learning. A process of regular self evaluation has been started to identify areas for development. There are positive relationships with parents and they are actively involved in supporting the pre-school.

What steps need to be taken to improve provision further?

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

- develop children's assessment records to utilise the observations taken and to more clearly identify their next steps in learning in all areas
- deploy staff more effectively to the activities to best meet the needs of the children
- use planning to increase the range of activities that will engage children and meet their individual learning needs
- ensure that there is a balance of adult-led and freely-chosen activities.

The effectiveness of leadership and management of the early years provision

Staff have an understanding of safeguarding issues and attend training to help them identify the possible signs of a child at risk of harm. There is a safeguarding

policy in place outlining staff's responsibilities in this area which is given to all parents. Risk assessments are carried out of the premises and outings to identify any potential hazards and how these will be addressed. There is effective security on the door and parents wait in an adjoining room at collection time to ensure that no children will escape unnoticed.

A regular process of self-evaluation has been started with the staff and committee to identify areas for development and most recommendations from the last inspection have been met. Staff training is sought out and encouraged as a way to improve practice. Staff are friendly and warm towards the children and ask meaningful questions. However, at times, they are not deployed clearly to the activities. This means that some children are not always supported effectively and learning opportunities may be missed. As there are few organised activities, at times, some children become restless and behaviour can deteriorate causing noise levels to increase. Staff get to know the children and there is an emphasis on promoting their confidence, independence and social development. However, children's next steps in other areas of learning are not consistently identified. The current method of planning covers children's interests but does not clearly relate to children's next steps in learning.

There are friendly and secure relationships with parents and they feel well supported by the staff team. A parent prospectus is given at the outset of care and detailed information is obtained about each child to help them settle. Parents are invited to stay with the children for as long as they wish and many parents are involved in a rota to help out on days their children attend. There is an active parent committee and they are involved in fundraising and charity events. Staff are on hand at collection time to tell each parent about their child's day. However, although there is a contact book for young children and plenty of informal discussion, children's assessment records are not regularly shared with parents. The arrangements for sharing learning information with other providers who share the care of the children is currently being developed. Parents say that they love the friendly atmosphere, that they can approach staff at any time, that their children have gained in confidence and are learning how to be kind to each other.

There is a trained special needs coordinator who is committed to obtaining the appropriate support for children with specific learning needs or disabilities. She liaises closely with external specialists such as speech and language therapists and Portage. She also supports parents in contacting the relevant agencies. The pre-school has strong links with the local health visitor whom they work in conjunction with to encourage health and well-being for very young children who attend. There are opportunities for children to learn about the cultures of others with celebrations of different festivals such as Chinese New Year when dragons were made and traditional foods enjoyed. A range of resources such as puzzles and books also helps the children understand diversity and difference.

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

Children have an extensive range of resources to choose from and staff rotate these every day to add interest. Staff use space creatively to provide different areas for the children such as a messy play area, home corner, dressing up area, construction area and a cosy book corner with cushions and duvets. Children are able to move freely between the different areas to choose what they want to do and can independently choose to paint a picture or make a model from recycled materials whenever they wish. They dress up in a variety of costumes and hats, making up stories to act out with each other. One day a week, the children have a healthy, balanced, cooked lunch and they make this themselves. On the day of inspection, children made home-made pizza with fresh ingredients. They measured and mixed up the flour with butter to make the dough. They grated cheese and carefully cut up the mushrooms, ham and tomatoes to make the topping. All of the children then enjoyed the result when it was freshly baked at lunch time. In the outdoor area, there are balancing beams, stepping stones, a climbing frame, playhouse and sandpit. Children really enjoy going outside and excitedly change from their slippers into outdoor shoes, coats and hats to go and run and jump in the fresh air.

Children are encouraged to learn how to be healthy individuals. They understand that they must wash their hands before cooking, eating and after playing outside. They grow and cook their own vegetables and staff discuss healthy eating with them. Parents are encouraged to send healthy choices in their lunch boxes and snacks each day include a variety of fruit and vegetables. Children benefit from long walks in the local area to see the swans and to make dens and campsites in the nearby forest. They have opportunities to learn about their personal safety in many ways. For example, children are made aware when they are using knives and scissors to be careful and one child tells the inspector 'We have to be careful when we grate the cheese because of our fingers'. There are visits from the local fire station who bring the engine for the children to explore and they talk to the children about fire safety. Children learn about people in the community and their roles. Recently, the village postman visited with his van and the children learned how to post letters and where they go once they are in the letterbox.

All children are encouraged to be kind to each other and there are 'kind hands' reminders during play. Staff are consistent in being fair with the children and helping them learn how to share toys and take turns. An egg timer is used to help them learn time boundaries when it is approaching 'tidy up time' and the children all help to put the toys away. Good manners are encouraged and some children spontaneously say 'please' and 'thank' you to staff. Children play cooperatively together and get on well with each other. There are opportunities for them to learn about those who are less fortunate than they are with charity events such as a sponsored walk for Red Nose Day and baking pudsey bear biscuits to raise money for Children in Need.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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