

Chalk Hill Pre-School

Inspection report for early years provision

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Inspector

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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).

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

Chalk Hill Pre-School opened in 1985. It operates from two rooms in a church hall on the outskirts of Eastbourne. Both rooms are not available at every session. The group opens five days a week during school term times. Opening times are from 9.15am until 1.15pm on Tuesdays, Wednesdays and Fridays. On Mondays and Thursdays opening times are from 9.15am until 2.15pm. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 49 children on roll in the early years age range. The provision provides funded early education for three- and four-year olds. The provision is registered to care for children aged over five years. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs seven staff. All of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested, engaged and have fun at the setting. Overall, they make their own choices from a good range of accessible activities and resources. They make good progress in their learning and development as staff are clearly focused on planning and providing experiences to meet each child's needs and identified learning priorities. Strong links with parents and in general, other providers help ensure children's learning, health, safety and well-being are promoted well. The staff team show an accurate awareness of the strengths and weaknesses of the provision and take effective steps to identify and action any areas needing further improvement in order to benefit children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for the two-way sharing of relevant information with other providers who share the care and education of individual children in order to promote continuity
- improve opportunities for children to self select resources.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures and recruitment processes help to safeguard children. Staff show a good knowledge and understanding of their responsibility to report any possible cases of child abuse or neglect. Safety and security are given high priority and children are well supervised at all times. Hazards are minimised effectively so that children can play and move around the setting without coming to any harm. All the required documentation to help protect and care for children and ensure the efficient running of the setting is in place and well maintained.

Resources are of good quality and kept in a safe and suitable condition. These are used well by staff to promote children's learning and development. Overall, the environment is organised well to meet children's needs and develop their independence. Staff are not afraid to trial new ways of working to continually improve the way the setting is organised, for example, by trying out a rolling snack time so that children can make their own decisions and see to their own personal needs when hungry and thirsty.

Staff form good working relationships with parents so they can respect their wishes and give each child the appropriate care. They ensure they find out about each child's interests so they can help them settle. Their individual home backgrounds are largely acknowledged in the setting and parents encouraged to share their traditions and customs with all the children to help them learn to embrace differences in society.

All parents are kept well informed about their child's progress through regular formal meetings with the key persons. Parents are encouraged to share their views about their child's abilities and to extend learning at home. They receive a variety of useful information about general issues and practices in the group. Parents are also given a helpful document about how to support children's transition to school alongside the setting.

Staff develop strong links with outside agencies and professionals who are involved in the care of children needing additional support. This helps to ensure every child receives the care and support they need to help them make progress. The setting has started to form links with other providers who share the care of individual children but this is an area that has not been fully developed to ensure continuity and coherence for each child's learning and welfare.

The setting shows a commitment to continually improve outcomes for children. Staff are actively encouraged to improve their knowledge and skills through ongoing training and regular appraisals. As a team, they work effectively together to evaluate their practices and review how well the setting and the educational programme works for the children. For example, they implemented positive changes to the way children come into their groups when they arrive so that they settle more easily. They have a number of current good development plans in place including one to extend the growing area that children enjoy.

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

Children quickly settle as they arrive at the setting. Despite having to put all equipment away on a daily basis, staff create a colourful and welcoming environment for the children with a wide variety of different play areas for them to access freely. Overall, the environment reflects most children's backgrounds and the wider community. Children soon find their favourite activities from a very good range of fun, stimulating and challenging resources laid out for them. However, there are only a few opportunities for children to independently self select resources.

Staff are caring, friendly and very supportive. They interact effectively with the children to support and extend their learning and independence as they play and through everyday routines. Children are helped to make good progress in their learning and development through well planned activities that are based upon thorough observations and assessment of each child.

Children show they feel safe and secure as they readily approach adults to share in their play and ask for help. They take an interest in what is going on around them and enthusiastically join in the circle time activities. They build good relationships with peers and adults. They learn about different ways of life and the need to value and respect diversity. Children play well together and learn to share resources as they take part in small group activities, such as creating models from the construction sets.

Children develop a wide range of skills that equip them for future learning. They successfully count with adults at circle times and as they use the slide. Children have opportunities to use simple technology such as programmable toys and a laptop. They develop a very good vocabulary and use of language as they confidently talk about their experiences and express their ideas. This is promoted well by staff using good questioning techniques with the children. Children recognise their own names and those of their friends on the water bottles they access when they get thirsty. They develop a good understanding of the link between letters and sounds as they write their names on their work and find letters on the laptop. Children learn to problem solve as they work out how to fix the different pieces of the construction together and make ramps outside for the cars to race down. They show a curiosity in the wider world and how things work. They like to explore the world outside as they dig in the garden and find bugs. They re-tell stories as they water the bean plants.

Children use their imagination well as they enjoy the role play activities. They pretend to wash up in the sink, iron clothes and make meals. Most art and craft activities allow children to express their own ideas and creativity. They have fun using their senses to explore the sand and soil. Children thoroughly enjoy the opportunities to play outdoors in the fresh air. They show they develop good physical skills as they safely play on trikes and skilfully use the different equipment. Children learn about how to stay safe around roads as they use the

props outside to create crossings.

Children adopt good personal hygiene practices through everyday routines. They develop a good awareness of the importance of a healthy diet as they take part in related planned activities and enjoy healthy snacks. They grow fresh produce in the garden that they have at snack times.

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	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

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	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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