

Cholsey Pre-School

Inspection report for early years provision

Unique reference number EY259329
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Inspector Gail Robertson

Setting address Cholsey CP School, Church Road, Cholsey, Wallingford,
Oxfordshire, OX10 9PP

Telephone number 07980 417753

Email

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

Cholsey Pre-School opened in 1968 and moved to its present premises within Cholsey Primary School in 2003. It operates from one room within the school and shares use of a fully enclosed outdoor play area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is access for disabled people. The pre-school is open during term time Monday to Friday from 8.45am to 3.30pm. There are currently 49 children from two years to four years on roll who attend for various sessions. Of these, 37 receive funding for early education. Most children come from the local area. Children who have special educational needs and/or disabilities and those for whom English is an additional language are welcomed.

The pre-school employs nine members of staff. Six work directly with the children: four have National Vocational Qualifications (NVQ) at level 3, including one who holds Early Years Professional Status; one has an NVQ at level 2; and the sixth is studying for an NVQ at level 2. The other staff hold auxiliary positions and work part time. The pre-school receives support from the local authority and has links with many other providers of early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Cholsey Pre-School is a highly effective place in which to learn. It is outstanding in its work of keeping children safe and caring for them. It is an inclusive setting where diversity is celebrated and everyone is respected. Children are very happy, enjoy learning and are very well prepared for their next stage of education. Leaders and managers work tirelessly to constantly improve the provision and have excellent capacity for maintaining its high standards. The staff are a strong, well trained, professional team and parents say, 'It is a wonderful place'.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- plan for children to have access to technology in every session.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children at this pre-school. It is at the heart of all the work with the children. Policies and procedures are regularly visited

and shared with the parents. Robust procedures are followed to ensure staff are qualified and suitable to work with children. Staff have a clear understanding of their duties and responsibilities for child protection. Risk assessments are thorough and adults involve children in health and safety checks so they learn how to keep themselves safe.

All childcare staff have a deep knowledge of how children develop and learn. They are actively encouraged by the management to further their knowledge through continuous training and are given quality time to complete the necessary paperwork. The manager and the other adults work really well together to maintain the highest of standards and drive improvement. The manager is supernumerary and has the time to assess new ideas and take on board only those she knows will work in the pre-school. She has recently started peer observations to reflect on practice and to share expertise. Regular staff meetings are a time for everyone to contribute their thoughts, ideas and suggestions. Parents are regularly consulted and constantly kept in touch by email, web site and face-to-face conversations. Children are also involved. All the information gathered is used exceptionally well to forge further improvement in what the setting provides for children and parents.

The creative and stimulating outside area is closely supervised and is shared with the reception class. The school and pre-school staff have created an Aladdin's cave of adventure and learning here. Children can hide but be seen; there are areas for them to weed, plant vegetables and flowers, and look for minibeasts. They can run, climb, explore, experiment, share and enjoy their learning. There is a wealth of high quality resources for the children to use; these are well maintained and well organised to promote children's independence and for them to take responsibility for their own learning. On the day of inspection the technology resources were not in use; they were either not turned on or not pointed out to children for use.

This is an inclusive setting where children and adults are fully respected and differences are celebrated and shared. The key worker system is highly effective in helping staff to meet the needs and interests of all children. Children are challenged and nurtured to help them make rapid progress and to know the great feeling of achievement.

The pre-school has outstanding links with the parents. Parents are shown how to contribute to the learning profiles and they do so. Children take these home twice yearly to share with all the family. The pre-school makes best use of the parents' skills and encourages them to volunteer with such areas as reading stories. Relationships with other providers are highly effective, particularly the host primary school and the children's centre. At present, staff are informing parents about how to prepare children for transfer to school. They have produced a leaflet for those who cannot attend the meeting. There are also links with other nurseries that the children attend. The manager is currently working on better links with child minders. The pre-school belongs to various network groups and appreciates the support given by other professionals. Consequently, staff know exactly who to contact if the need arises.

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

The setting is most welcoming and there is a family feeling which is immediately apparent. It is made attractive and child friendly, and is buzzing with activity and creativity. Children have a great sense of belonging and share a warm and caring relationship with each other and staff. Everyone wears their Cholsey Pre-school sweatshirts with pride. Children's particular needs and interests are matched well to the activities planned, so that all make significant gains in their development and learning is thoroughly enjoyable. Staff make high quality observations of children at work and play and use the knowledge gained to develop teaching programmes that provides children with rich and varied experiences. This helps them follow their own lines of enquiry and exploration but also teaches them the beginnings of reading, writing, mathematical thinking and learning about the world around them. Children are eager, confident and prepared to have a go at new tasks and activities. Staff develop children's vocabulary, comprehension and ability to evaluate what they have heard. For example, at story time children decided on the book 'Someone Bigger.' They sat and listened carefully, joining in the parts they knew. The adult asked open-ended questions and in response, children demonstrated how well they had listened by recalling events in their life similar to those in the story. At the end one said, 'That is not my favourite story but I know it'. The narrator quickly picked up on this and promoted a discussion on the story and the illustrations.

The pre-school children know how to react in the case of an emergency. They recalled everything they had learned in their fire drill and one said 'Oh yes, we know what to do to be safe!' They have an exceptionally strong sense of security, reporting that they feel safe in the building and garden. They have access to drinks throughout the session and know how important it is to drink water when they feel thirsty. They pay great attention to washing their hands correctly because they have been shown how, and notices and pictures remind them. They eat healthy snacks which they enjoy. At this time children converse, listen, count, relax and enjoy each other's and adult company. They know how to exercise rigorously and to rest when they feel tired. They reported why it is important to brush their teeth.

Children are well prepared to go on to their next phase of education after time in the pre-school. They have positive attitudes to learning, behaviour is excellent and they love the excitement of finding out about the world around them. Children are extremely happy, love coming here and have no difficulty at transfer time as they have been so well prepared for the primary school in the next door classroom. They have a great start to their school life and their learning journey.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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