

Christleton Pre-school

Inspection report for early years provision

Unique reference number	305024
Inspection date	09/06/2011
Inspector	Sue Birkenhead

Setting address	The Scout Hut, Whites Lane, Christleton, CH3 6AH
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Telephone number	01244336586
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Email	
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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

Christleton Pre-school was registered in 1983. The setting is managed by a voluntary committee, made up of parents of children who attend the pre-school. The pre-school operates from the Scout Hut in Christleton on the outskirts of Chester. Children have access to one main hall at ground floor level and a secure area for outdoor play. A maximum of 24 children aged two to five years may attend the pre-school setting at any one time. The pre-school operates term time only and is open Monday to Friday from 9am to 12noon plus Monday, Tuesday and Friday lunch club 12noon until 1pm and between January to July the pre-school is open from 9am to 3pm on a Thursday.

Children attend from the local community and surrounding areas. There are currently 34 all of whom are within the early years age group and of these 15 receive funding for nursery education. This provision is registered by Ofsted on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The setting employs five members of staff, including the manager all of whom hold level 3 qualifications and one member of staff holds the early years degree. In addition, two volunteers are recruited one of whom holds a level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a very welcoming, inclusive environment where children are happy, secure and their sense of belonging is promoted well. The well-qualified, dedicated staff team develop a positive understanding of the Early Years Foundation Stage. As a result most of the welfare, learning and developmental needs of children are successfully met to support the good progress they make. Suitable procedures for self-evaluation are being developed and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children. Effective procedures ensure good relationships develop between parents and carers although links with other settings children attend is recognised as an area for further development to contribute to their care and learning.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to assess what the setting offers as well as an evaluation of the areas for future development
- develop links with all other settings children attend
- improve systems for linking the children's interests and next steps in learning with the planning of activities
- improve procedures for sharing information with parents to enable them to

review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns following the relevant training they all attend. Robust recruitment procedures for staff and the committee ensure their suitability and appropriate systems for assessing risks means hazards are minimised. Consequently, procedures for safeguarding children are effective. The well-organised approach to documentation ensures a consistent approach to children's care and entries are accurately recorded and maintain confidentiality. Many written policies adopted by the committee and reviewed annually underpin the pre-school's good practice. Staff show a positive commitment to extending their knowledge and skills through additional training they attend. Some systems for self-evaluation, involve the staff, committee and parents. These include discussions at staff meetings and sending out parental questionnaires. As a result of information they receive lunch time sessions have been extended, a web page for parents and a rolling snack programme has been introduced, although currently under review. The previous recommendations raised at the last inspection have been addressed. As a result improvements to recording information regarding parental consent, daily attendance, accidents and sharing information have been addressed and ensure children's safety and welfare. Such approaches effectively support the continuous development of the setting and promote better outcomes for children.

Good relationships develop with parents through the effective ways they are involved in the pre-school, such as attendance on the committee and duty days they attend. They receive a pre-school prospectus initially which includes some brief information about the Early Years Foundation Stage. Parents are welcomed into the setting on arrival and collection of the children where information regarding the children's well-being is exchanged. The 'All about me' document they complete provides information regarding the children and includes what they know and can do to provide a baseline from which to monitor their ongoing progress. Children's learning journey is accessible to their parents at all times. However, opportunities for them to contribute to their continuous learning and development are not fully explored. Regular newsletters sent home provides information to parents regarding changes in the setting and events positively encouraging their involvement. In addition the introduction of the travelling elephant positively supports the home to nursery links. Parents say they are 'very happy' with the care and education their children receive. They describe the staff as 'fantastic' and say they are very effective in focusing on the individual needs of the children. However, they comment on aspects regarding sharing of information such as learning journeys and planning of activities that could be improved. Links with other settings children attend are in the early stages of development. For example, they obtain reports when children move to their setting and links are made with the local school to ease their transition. However, links to support a

complementary approach to the delivery of the Early Years Foundation Stage are being considered.

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

Children eagerly enter the welcoming, friendly environment, where they are happy, secure and greeted warmly. Their sense of belonging is actively promoted through the provision of labelled drawers and the effective displays of their artwork. The dedicated staff team work together well to complement the delivery of many worthwhile learning experiences. Staff interact positively and adapt activities where necessary taking into account children's individual needs. As a result, children have fun and are challenged in their learning. The long and short term planning of activities ensures a good balance of adult-led and child-initiated opportunities. The good deployment of resources contributes to the well-organised setting and enables children to make decisions about their play and to become independent learners. Parents share their expertise with the children and as a result a pilot visits to involve children in practical experiences, using associated props to extend children's learning very effectively. Each child's learning journey contains spontaneous as well as focused purposeful observations. The summary of the children's developmental progress across each area of learning is clearly linked to the observations key persons complete and monitors the good progress they make. Entries reflect the children's next steps in learning although it is not clear how these are used to inform the planning.

Children show a positive interest in books which are easily accessible to them. They vote on the preferred book at story time, independently choose books which they look through and pretend to read the story from the pictures, which supports the development of their early literacy skills. Various opportunities enable children to learn about the importance of exercise on their overall well-being and to promote the development of their physical skills. For example, they begin to understand spatial awareness as they negotiate the cones and the wheeled toys outdoors, take part in dance and proudly demonstrate how they can jump. Many opportunities enable children to develop their early handwriting skills and as a result they begin to give meaning to the marks they make. Staff annotate the pictures children draw outlining the details of the picture. Some children confidently recognise letters that make up their names supported by the self-registration system in place. Older children independently write their names, recalling some sounds of the letters. Children's understanding of number and problem solving is incorporated well into all activities. They count the number of children to 19 at circle time, seek out the number templates and recognise they need to find a number one and a number nine. Children rise to the challenge of completing puzzles, sorting and matching pieces according to colour with support and express their delight once achieved. Children are introduced to basic technology as they use resources such as the computer, the calculators and programmable toys. They use their imagination well, as they dress up as characters from stories using the range of clothes available and explore the home corner and small world items with friends. With sustained interest children wash the cars in the outdoor play area. Children develop their creativity by accessing a

range of different media, which includes a good range of recyclable materials. They discuss what they pictures they freely draw and enjoy painting aspects of the outdoor environment with water using rollers and brushes. Various opportunities promote children's understanding of the natural world, which include exploring insects they find outdoors and nurture the plants such as strawberries and peas they grow in the garden. The positive outcomes for children ensure all activities contribute to the development of their future skills.

Children develop a good understanding of staying safe, as they regularly practise fire evacuation. Visitors such as the police and firemen further extend their understanding as they share their roles and practical experiences. Good routines ensure children develop a positive understanding of personal hygiene, such as handwashing before meals and know they do this to get rid of germs. The effective rolling snack programme promotes children's social skills as they sit in a smaller group. They make choices from the range of healthy foods accessible and develop their self-help skills as they competently pour their drinks. Children have access to a range of resources and activities to promote their understanding of diversity and extend their understanding of different cultures as they celebrate festivals throughout the year. Staff provide positive role models for children, to encourage their manners and they use positive techniques for the effective management of their behaviour. For example, they very regularly praise children, allocate stickers in recognition of their achievements, which foster the development of their self-esteem and confidence. Children begin to show care and concern for others and prove helpful at lunch time where they assist children in opening packets provided in their lunch box. As a result, children behave well, are cooperative, polite and responsive to the adult intervention to diffuse minor squabbles.

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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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