

# Chaldon Pre-School

Inspection report for early years provision

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**Inspection date** 05/10/2011  
**Inspector** Linda du Preez

**Setting address** Chaldon Village Hall, 95 Rook Lane, Chaldon, Caterham,  
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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

Chaldon Pre-School is situated in the village hall in Chaldon, which is a small village near Caterham. It has been operating since 1974 and is a registered charity managed by a parent committee. The pre-school has a close working relationship with St Peter and St Paul's Infant School. The main activities take place in the large hall and there is an additional room for quiet activities. Children have access to an enclosed garden area and to the Infant School's playing fields.

The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. They may care for 40 children from two to under eight years of age, all may be in the early years age range. There are currently 39 children on roll in the early years age range. The pre-school receives funding for free early education for children aged three and four years of age. The pre-school supports children with special educational needs and/or disabilities.

The preschool is open five days a week during term time, from 9am to 2.30pm. Children attend for a variety of sessions and come from the local community.

There are 10 members of staff, one holds a level 4 qualification, six hold a level 3 qualification and one holds a level 2 qualification. The pre-school also employs an administrator and kitchen staff. The pre-school is a member of the Pre-school Learning Alliance and receives support from the Early Years Development Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled. Staff at the pre-school create a safe and secure environment, where children are valued and supported. Staff embrace inclusive practice and value each child as an individual. They meet most aspects of children's learning and welfare needs to a good standard. The pre-school is highly reflective and shows an exceptional capacity to maintain continuous improvement. The pre-school has a significantly strong partnership with parents and makes links with other provisions within the community.

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

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

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression

- consider ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of food.

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

Effective safeguarding procedures are in place and understood by staff. All staff are aware of what to record and how to raise concerns about child protection. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. Access to the premises is through a locked secure door and all visitors are required to sign in a book. Practising effective evacuation procedures ensures all staff and children have knowledge of how to keep themselves safe in an emergency.

The pre-school has successfully addressed all recommendations made at the last inspection. The committee and pre-school manager are highly committed to driving improvements. They meet on a regular basis to evaluate the provision and plan for development. Exceptionally strong systems ensure that staff experience high quality professional development. The hard working and motivated staff team contribute to the overall evaluation of the pre-school, incorporating views and opinions of children and parents. The motivational approach to self-evaluation improves outcomes for children and has a very positive impact on learning and development.

Resources are in very good condition and age appropriate. Children access an abundance of stimulating resources that promote all areas of development very well. Children self-select resources both indoors and out, making their own decisions about what to do. Staff are highly skilled at captivating children's interests. They continually encourage children's ability to think critically by asking open-ended questions. Staff are very well deployed and offer an excellent balance of adult-led and child initiated play.

Staff effectively promote equality and diversity. Positive images of people from different backgrounds are displayed around the pre-school and they celebrate cultural festivals in innovative ways. For example, they provide highly stimulating experiences of Chinese New Year by turning the role play area into a Chinese restaurant, using chop sticks at snack time and creating a large Chinese dragon for children to enjoy playing with during music and movement. Staff have a good knowledge of children's backgrounds, which enables them to meet individual needs well.

Partnerships with other professionals and agencies are securely in place. Children visit local primary schools to ease the transition from pre-school to school. This process effectively helps to support partnership working and continuity for children and their families. Links with other providers, such as childminders some children may also attend, are not yet in place.

As members of the committee parents are involved in the management of the pre-school. Many parents comment on how highly effective the pre-school is in

meeting their children's individual needs. They are kept extremely well informed about children's experiences throughout the day and their progress as they continue to develop and learn. Parents are involved in planning with key persons to establish learning priorities for their children. This ensures that they work together to achieve positive outcomes for children.

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

Children and parents are warmly welcomed and children confidently leave their parents. The effective key person system ensures that children form strong attachments to staff. Staff show tenderness and kindness towards the children, giving cuddles and verbal reassurance when necessary. Children communicate with confidence, talking with a great deal of enthusiasm about their activities. Staff encourage development by asking many open-ended questions, showing a genuine interest in what children have to say. Children enjoy exploring natural materials and their curiosity is encouraged through role play; for example, in the home corner they have scales to weigh real apples and carrots. They enjoy looking at leaves through magnifying glasses and discuss the patterns they see. The provision of such stimulating activities ensures that children's interest and curiosity is fostered both indoors and out.

Emerging writing skills are actively encouraged through the availability of white boards, pens, paper and chalkboards. Children make marks enthusiastically and produce recognisable symbols and letters. The children also enjoy drawing and creating pictures. Children particularly enjoy using the computer. They work out what they need to do in the game and are adept at using the mouse to move the cursor around the screen. Staff encourage children to use numbers throughout their play, for example, counting out toys onto the table and comparing quantities.

Children's well-being and good health is encouraged throughout the setting. They wash their hands with antibacterial soap after toileting and before eating. Children make great strides in their physical development. They relish playing physical games outdoors using a rich variety of equipment to practise skills in climbing, jumping and balancing. Children have fresh fruit for their snack and enjoy milk or water. However, opportunities are missed to fully enhance children's independence skills as staff prepare their snack.

Children are developing a sense of safety. Staff support them through discussion and giving clear explanations. Children pick up toys from the floor and help to clear away after playing. This demonstrates that children are developing a personal awareness of safety.

Children are well behaved, they share and collaborate with each other during play. Staff work very closely together and are very positive role models for the children. Through the use of positive language, staff create an atmosphere where children can develop their social skills and fully enjoy learning.

## 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	1

### 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	1
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	1
The effectiveness of partnerships	2
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	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