

Chudleigh Knighton Pre-School Ltd

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Chudleigh Knighton Pre-School is an established setting that moved to its own premises in 2011. The pre-school has sole access to a purpose-built building with a secure outside play area. It is registered on the Early Years Register to care for 20 children from two years to the end of the early years age range. There are currently 23 children on roll; of these 18 children are in receipt of early years funding. The setting operates term time only on Monday, Wednesday, Thursday and Friday from 9:30am to 3:30pm and on Tuesday mornings provides a toddler group from 10:00am to 12:00pm. Children attend from the surrounding areas. The pre-school is committee run. There are four members of staff working with the children, all have recognised childcare qualifications and they also employ an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are confident and enthusiastic learners who have an extremely enabling environment in which to learn and overall, have access to a very well equipped outside play area. The children engage in a wide range of interesting activities to support them in all areas of learning. The staff work extremely well together and have an excellent rapport with the children. They have a very good partnership with parents and other professionals involved in the children's care. The staff continually evaluate their own practice to maintain quality childcare to promote positive outcomes for children. They have a strong commitment to develop their provision further and to maintain their high standard.

What steps need to be taken to improve provision further?

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

- developing the garden further to provide additional opportunities for children to explore, and use their senses.

The effectiveness of leadership and management of the early years provision

Children are cared for by well qualified and experienced staff who work extremely well together to implement effective policies and procedures to promote children's

welfare and safety. The staff are highly motivated and have clear roles and responsibilities. All staff are involved in monitoring and evaluating their own practice. Appraisal systems are used effectively, to identify training needs and to plan for future development. The children quickly settle on arrival and learn what activities have been planned for them after a good induction to the morning. Children are supervised extremely well at all times whilst being able to choose where they wish to play, and are extremely safe and secure in the setting. Comprehensive risk assessments are regularly reviewed and fire drills are conducted with the children so they are secure in what to do in the event of an emergency. The staff are clear of the importance to ensure children are safeguarded at all times. They have a secure knowledge of the procedures to follow in the event of a child protection concern. There are extremely effective systems in place to promote a fully inclusive provision for all children and to meet the individual needs of every child.

Staff are skilful in managing group activities to ensure that all children are able to fully participate. Children have access to an excellent range of toys and resources that are all accessible and in very good condition. Children are encouraged to make spontaneous choices and extend their own learning and play both inside and outside. The children relish the play opportunities outside and an area for consideration is to develop further the outside area to support children in their sensory development.

Parents are warmly welcomed and they operate an open door policy. The staff sees the partnership with parents to be extremely important to provide continuity of care and to share children's progress to enable parents to support their child's learning at home. There are very secure systems in place to support children with individual needs and they liaise very effectively with other professionals. They work closely with the local school to support children's smooth transition when they leave the pre-school. They have secure links with other providers in the area to promote continuity of care for children attending more than one setting. The setting has received very positive feedback from parents and outside agencies regarding the care they provide.

All the regulatory documentation is in place and regularly reviewed. Children's documentation is kept confidentially and regularly reviewed to ensure they have up-to-date information and all the required parental consents are in place to support children's care. The staff have extremely high expectations of themselves. They reflect their own practice through their own self-evaluation to ensure they continue to provide high quality childcare and that every child is fully supported to progress at their individual level.

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

Children are extremely confident and highly motivated to learn. They have an

extremely well organised classroom in which to play. They thoroughly enjoy their time at the pre-school and consequently are making very significant progress in their learning and development. Staff undertake comprehensive and accurate planning and assessments of the excellent progress children are making. Staff have a confident and secure understanding of the Early Years Foundation Stage and how children learn through play, particularly how some children learn more effectively in the outdoor environment. They ensure the children are equipped to play out in all weather. Children are highly confident in their self-care and the older children show care and consideration to the children that are new. For example, they turn on the tap and remind younger children to dry their hands, and help them at snack time. Children develop a very good understanding of healthy eating and lively discussions take place at lunch time. The cafe style snack time is well organised allowing the children to make decisions about when they are ready to eat. They learn to be independent in pouring their own drinks and choosing what they would like for their snack. Children learn to recognise their name during these times as they have a self-registration at snack time. Their security is assured as doors are locked to reduce any risk of children being able to leave the premises unsupervised. Children are developing a secure understanding of how to keep themselves safe. They handle tools and equipment carefully to minimise the risk of accidents. They are highly confident in using knives at snack time and use scissors carefully during creative play. They understand why it is important not to run in the classroom and confidently remind each other about the safety rules when playing out side. They know to give each other space when using hoops and going through tunnels separately and to take care when climbing on mounds.

Children have excellent communication skills. They speak confidently, recalling recent outings as they play, such as visiting a farm to collect eggs and apples. They receive consistent praise and encouragement and their achievements are acknowledged. The children show great delight when they are able to choose a sticker for what they have done, or if they have been helpful, or kind to another child. They behave extremely well and learn very good social skills. The younger children learn by example and the older children are proud to help them and look out for each other. Children are very skilled in solving problems in naturally occurring situations as they play. They use numbers confidently in everyday and meaningful situations, such as during cooking activities and counting at snack time. They count and skilfully compare groups of objects and discuss one more or less, developing their understanding of number patterns. Children engage in an excellent range of imaginative play, as staff join in, challenging and encouraging their thinking. For example, this includes role play being 'mechanics', saying what is wrong with the car, and how long the staff will have to wait for it to be repaired. They learn to share and take turns when cooking and talk about texture as they mix the ingredients. Children concentrate very well at their chosen tasks and take a pride in their finished work putting it in their own tray and are delighted to show their parents when they are collected.

Children develop an excellent understanding of technology when using a computer and they learn effectively how technology toys work. They explore and investigate with a range of craft materials. Their physical development is supported very well with a range of equipment outside, such as wheeled toys and balancing beams. Children enjoy singing familiar action songs, using musical instruments and are

learning Makaton. They listen intently at story time and will actively select books that they want to have read to them. They learn about their community and the wider world and take an active part in fund raising events. Children are developing the necessary skills and enthusiasm for learning to provide a good foundation for their future development.

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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