

# Chetwynd Barracks Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Janice Hughes

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<b>Type of setting</b>	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*.

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**

Chetwynd Barracks Pre-School opened in 1986. It is run by a voluntary management committee and operates from the community centre on the site of Chetwynd Army Barracks in Chilwell, near Nottingham. The pre-school is open from 9.15am to 12noon and from 12.30pm to 3pm during term time only. Provision is made for some children to attend for the full day. The children have access to a secure enclosed outdoor play area.

Chetwynd Barracks Pre-School is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 18 children aged from two and a half years old to under five years old on roll.

The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications. The pre-school receives support from the local authority. The group serves the resident service families and any Ministry of Defence employee employed at the Barracks.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, confident and settled and most children are making good progress in their learning and development because the setting recognises and nurtures their interests and individuality. Knowledgeable and motivated staff implement the requirements and principles of the Early Years Foundation Stage very well. Robust and detailed procedures keep children safe and protected at all times. Vibrant effective partnership with parents ensures that children's individual needs are met. There is a very good commitment to the self-evaluation process and the pre-school are identifying good areas for improvement. There are good links with other childcare providers and professionals which help continuity for the children.

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

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

- ensure that the children's observations and assessments are used to plan for their next steps in learning.

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

Children are safeguarded through excellent supervision and robust policies and procedures. Rigorous recruitment and vetting procedures ensure that adults

working with the children are suitable to do so. They have an outstanding understanding of their responsibilities to protect children in their care. Meticulous risk assessments are carried out in all areas and any necessary actions or equipment are put in place to minimise risks to children. For example, the digging and bug area was assessed and found to be by a pipe, so it now has a new spot in the garden. Most staff hold a current first aid qualification and an excellent supply of first aid equipment is regularly checked. The health and safety officer ensures that the environment is extremely safe, secure and exceedingly well maintained, promoting children's safety at all times. All the required documentation is very well organised to ensure that the setting delivers effective quality care and education.

The pre-school is a very bright and attractive space, where all children are welcome. The toys and resources are well organised and easily accessible so that children can select independently and initiate their own play if they choose. Good use is made of the area to provide a separate space for small groups of children to engage in a particular activity. The welcoming secure garden offers children opportunities to engage in different activities, for example, using sit-and-ride toys, playing golf or planting vegetables. Staff deploy themselves very well and support children effectively so that each child makes good progress towards the early learning goals.

Regular appraisals and staff development ensures that a programme of continuing professional development is in place. An ongoing system of evaluating and reflecting practice means that staff are continually looking at ways to enhance the quality of care, learning and development they offer. For example, they are investigating how to incorporate some concepts of a 'Forest Nursery' into the pre-school's layout. A comprehensive range of policies and procedures are available to staff to ensure that all aspects of the Early Years Foundation Stage are consistently implemented. Staff develop exceptionally positive relationships with all parents and carers. Parents receive very detailed information about their children's time within the setting and parents feel thoroughly involved in their child's learning and development. There are excellent systems in place to enable parents to know exactly what is happening in the pre-school at any given time. Newsletters are available, discussing what the children have been doing and the plans for the next term. Parents report that they feel staff are exceptionally approachable and clearly know their child's individual needs and personalities. The pre-school has effective systems to share information with other early years settings and professionals to ensure a cohesive approach to children's care and learning. Purposeful links with local schools make a significant contribution to the children's transition to school. The reception class teacher visits the pre-school and the children visit the school to become familiar with the environment.

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

Children enjoy themselves in this friendly inclusive pre-school. Staff effectively interact with children and consistently encourage them to try to do things for themselves. Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time. Observation and planning systems are

very clear and provide a varied range of play opportunities for children. Detailed consideration is given to children's interests, as well as their stage of development. There is a good balance of adult-led activities, as well as free play. All the areas of learning are covered frequently and meaningfully. However, the observations do not fully inform the planning systems, meaning children may not reach their full learning potential.

Children use their imagination well, spending long periods of time in the role play area. They negotiate their role as 'shop keepers' within the shop and pretend to buy and sell items or write shopping lists. They play well together, without adult involvement, which develops their social skills. They are happy to independently paint and create wonderful pictures as they learn to use new techniques. For example, they create stroke paintings, using different size brushes. Children's effort and achievement is acknowledged and rewards are used as positive reinforcement. As a result, children develop good social skills and a sense of self-worth. For instance, a group of children happily share the sea creatures and treasure, as they make 'treasure chests'.

Children's safety and security is of utmost priority and very highly regarded. They learn how to keep safe through listening to stories and participating in discussions with the fire fighters and community police when they visit the pre-school. Staff take positive steps to promote children's health and well-being. Posters in the bathroom remind children how to wash their hands effectively and they do this routinely before snack and after using the toilet. This is along with procedures to ensure the premises and equipment is kept clean to minimise cross-infection. Children have opportunities for physical activity as there is free access daily to the outside area. They also enjoy dance and exercise sessions weekly. These provide them with an opportunity to learn about keeping healthy and enhance their physical development. Staff plan activities and talk to children about the effect of exercise on the body and encourage them to notice changes to their heartbeat and breathing. Staff also provide healthy snacks, such as fresh fruit and vegetables and children can independently access drinking water throughout the day.

Behaviour is well managed in the nursery. Children are encouraged to make choices and decisions in their play. Staff are consistent and fair when encouraging children to share and take turns and children work together very well. Children are beginning to have a good understanding of people who have different needs, views, cultures and beliefs. They play with a broad range of toys and resources that reflect positive images of diversity, including dolls, dressing up clothes and small world people. They also explore a range of festivals around the calendar year through artwork, stories, visitors and food tasting activities. For example, the Chinese New Year where they make lucky purses and eat noodles for snack.

Children love listening to stories, they suggest what might happen next and repeat some of the words. For example, they predict what will happen to the Goldie Locks when she meets the three bears. They develop their language skills as they are encouraged to talk during play and participate in singing nursery rhymes, such as 'This Old Man'. They enjoy mark making and some children are writing their names accurately. Children are frequently supported to count and as a result, they count by rote with confidence. They have opportunities to develop their early

mathematical skills as they recognise and draw shapes, such as squares and circles and play games on the computer. Children learn well for the future as they practise their information and communication technology skills by using pop-up and remote control toys, as well as the computer.

## 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	2

### 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	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	1
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	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	1
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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