

# Charnock Richard Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 309265   |
| <b>Inspection date</b>         | 21/10/2011   |
| <b>Inspector</b>               | Rebecca McGrath  |
| <b>Setting address</b>         | Parish Rooms, Church Lane, Charnock Richard, Chorley,<br>Lancashire, PR7 5NA |
| <b>Telephone number</b>        | 07944 217699   |
| <b>Email</b>                   |  |
| <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**

Charnock Richard Pre-School is run by a committee. It registered in 1986 and operates from the Parish Rooms Building in Charnock Richard. There is a fully enclosed area available for outdoor play. A maximum of 40 children, aged two to five years, may attend the pre-school at any one time. The pre-school is open each week day from 8.30am to 3pm during term time only. Children are able to attend for a variety of sessions.

There are currently 34 children on roll, of these 21 receive funding for early years education. Children attend from the local area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

The pre-school employs eight part time staff. All staff hold appropriate early years qualifications and the manager has been awarded Early Years Professional Status.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals during their time at the pre-school. The learning environment is inclusive and positively promotes diversity and independence of the children. However, privacy to meet younger children's needs is not always maintained. Most documentation to support the efficient and safe management of the setting is in place. Good partnerships with parents and others ensure that meaningful information is shared. There are good systems in place for evaluating the quality of the provision and the manager effectively embeds ambition with staff to improve outcomes for children. Tracking is beginning to identify children's learning in all areas of the Early Years Foundation Stage.

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

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

- ensure children are provided with experiences and support which will help them to develop a positive sense of themselves and others, for example, privacy when having their nappy changed
- develop risk assessments further to ensure that children are safe and secure particularly in the pre-school outdoor play area.

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

The arrangements for safeguarding are good with robust procedures for vetting staff in place. Checks include criminal records, references and checking

qualifications to ensure the suitability of all adults to be with the children. Good supporting policies are in place and clearly outline the procedures to follow should staff have a concern regarding child protection. Staff are fully aware of their responsibility to protect children and keep them safe. The welcoming premises are safe and secure with daily checks and risk assessments in place. However, further risk assessment needs to be performed on the outdoor area as some risks have not been identified which may impact on children's safety.

Quality resources are all accessible to children in clearly labelled baskets to assist their decision making. The staff use their knowledge of the Early Years Foundation Stage to progress children across all six areas of learning. The setting is exploring new planning systems to further enhance children's outcomes and contribute further to meeting children's individual needs.

Partnerships are good with meaningful information shared. For example, the manager conducts a home visit to new families to successfully aid the settling in process for children. The parents are given good information regarding the pre-school through a parent handbook. This includes a list of policies and procedures available and information about the staff. Further information is given to parents through a notice board and newsletters. Parent's views are asked for on a regular basis and they regularly comment on their child's learning and progress through their individual learning files. In discussion, parents comments are positive and include the friendliness of staff and the effectiveness of meeting children's individual needs and interests. Partnerships with other agencies are well established and contribute effectively to the support children receive. This is most effective when children start school as the pre-school links closely with other settings.

The provision of the environment, access to quality resources and the good deployment of staff mean children are all equal and have an equal opportunity to participate. Through topics and available resources children's understanding of diversity is promoted. A varied range of toys and activities are provided daily for the children which are safe and suitable to the children's age and stage of development. This means children can play safely and develop their independence and ability to make choices and decisions.

The pre-school is well led and managed. Staff receive a good level of support from the management and the efficient day-to-day organisation of the provision means that children are safe and well cared for. The management has carried out a self-evaluation of the provision and has identified clear targets to further improvement that will benefit outcomes for all children. A quality assurance scheme has been completed and is embedded in the monitoring and future improvements of the pre-school.

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

Children make good progress towards the early learning goals as staff plan activities around children's interests. They regularly observe and assess what the

children do. Tracking is in place to monitor children's developments. However, this could be further developed to give a greater understanding of needs throughout the setting.

Children access all areas of the provision as they make decisions regarding what they wish to play with. They take part in a good balance of adult-led and child-initiated activities, for example, construction and water play are areas of free play. Practitioners lead on the more focused activities, for example baking bread. Children move freely and confidently being engaged in their play. They interact in the role play area, making drinks for each other. They build towers and compare their structures using mathematical language to describe the size. Children work well together as they explore mark-making and their creative development, chatting as they play together. They access books and enjoy sharing these with their parents in the morning. Children settle on the comfy bean bags and enjoy reading quietly before discussing the story with an adult. They are competent with the computer as they select shapes and colours on the screen demonstrating their competence with the mouse. The children are confident to talk about their learning and can describe what they are doing, showing good language skills for their age.

Children are able to get out in the fresh air because open and free access to outdoor areas are effectively used. For example, the children pedal bikes and draw zebra crossings as they pretend they are on a real road.

Children behave well and are praised effectively by the staff. Children are able to attend to their own personal needs in the bathroom and manage their own clothing when playing outside. Younger children's needs are met as good hygiene procedures are followed when changing a child's nappy. However, this is done in the open space where children's play is happening which may impact on children's positive view of themselves and others.

At snack time the children are given further opportunities to develop and extend their independence skills as they self-serve their snack. The children thoroughly enjoy sitting together as they share their food. They are encouraged to develop skills for the future as they wash their bowls and spoons and learn how to dry the pots. This is further enhanced by the pre-school taking on a recycling initiative from the local authority to reduce waste. Children learn about caring for others as they feed and nurture the pre-school's guinea pigs. This gives children responsibility and they delight in talking about the animals and how they care for them.

Activities are provided which enable children to learn about other cultures and beliefs and to develop tolerance and understanding of similarities and differences. Activities such as crafts and music allow children to express their individuality and be creative.

## 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

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|--|---|
| <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

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|--|---|
| <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  | 2 |
| 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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|--|---|
| <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