

# Chedworth Pre-School

Inspection report for early years provision

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**Inspection date** 31/10/2011  
**Inspector** Jenny Read

**Setting address** The Village Hall, Chedworth, Cheltenham, Gloucester (Post only), GL54 4NJ  
**Telephone number** 01285 720689  
**Email**  
**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

Chedworth Pre-School was established in 1976 and is registered on the Early Years Register. The pre-school operates from the village hall, situated in the rural Cotswold village of Chedworth, north of Cirencester. Children attend from the local and surrounding areas. The pre-school makes use of a large play room, parent's room, office/kitchen, toilets and has occasional use of the main hall. Outside areas include use of the parish council children's enclosed play area. The pre-school employs two staff and has one volunteer working directly with the children. The manager holds a Bachelor of Arts Honours Degree in Early Childhood Studies and the deputy holds a Level 4 National Vocational Qualification in Childcare. The volunteer is currently working towards a childcare qualification at level 3.

The pre-school is registered to care for a maximum of 20 children in the early years age group. There are currently 14 children on roll from two to five years. The pre-school receives funding for the provision of early education for children aged two, three and four. The pre-school supports children who are learning to speak English as an additional language and those children with special educational needs and/or disabilities. They are open each weekday during school term times. Sessions run from 8.45am until 12pm on a Friday, with an extended lunch session until 12.45pm on Monday, Tuesday, Wednesday and Thursday.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. The highly enthusiastic staff team support and facilitate children's learning well. Most indoor and outdoor planning and assessment systems are good. Highly successful steps are taken to close identified gaps in children's achievement. The children feel a strong sense of identity and a valued member of their pre-school. Overall, partnerships with other providers are good and strong links with parents help to involve them in their children's care and education. Effective use is made of a wide range of rigorous monitoring activities relating to provision, outcomes and children's learning to successfully drive and secure future improvement.

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

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

- continue to up-date children's assessment records and develop the range of activities and experiences available outside
- develop innovative ways to work in partnership with other settings to provide high levels of support and continuity for children.

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

Arrangements for safeguarding children, including good knowledge of the well-written policies and procedures, are robust and well implemented. Good recruitment procedures, very thorough induction arrangements and regular appraisals ensure staff are suitable. Staff are highly vigilant and safety aware providing an environment that is welcoming and conducive to learning. Rigorous risk assessment and daily checks ensure play areas for children, inside and out, are safe and secure. Good steps are taken to ensure resources and the environment is sustainable. Outcomes are clearly attributable to excellent use of nicely presented resources and play areas inside. The resources and activities available outside are improving. Documentation and records to support children's wellbeing are extremely well maintained and routinely shared with parents.

The highly motivated management stimulate the enthusiasm of staff, creating a dedicated and well qualified team. They communicate high expectations through daily discussions and fortnightly team meetings to secure improvement, channelling their efforts to good effect. As a result, good standards are embedded across all outcomes and are outstanding for some. Using the Early Years Foundation Stage Statutory Guidance; Ofsted's Early Years Evaluation Schedule; up-dating the playgroups self-evaluation and canvassing the views of parents through questionnaires, provides a robust and effective diagnosis of the strengths and weaknesses of the provision. As a result, plans to drive and secure future improvement for users are challenging and well targeted. These include: improving further the relationships with other settings children attend, frequently up-dating assessment records and extending the range of activities available outside.

Staff place inclusion and equality at the heart of all its work. They are highly effective in ensuring that all children are well integrated through very good knowledge of each child's backgrounds and needs. Highly positive relationships with most groups of parents ensure each child's needs are extremely well met. Strong emphasis is given to promoting parents' inclusion in contributing to decision-making in the pre-school and their children's education. This is contributing to improvements in children's achievement, wellbeing and development. Half termly summary reports, communication books and regular opportunities to review their children's learning journey, ensure parents are kept well informed about their children's progress.

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

Children are happy and content because their health, safety and wellbeing are promoted well. Children know what is expected of them and demonstrate clear understanding of how to stay safe because clear, consistent explanations help them to recognise potential hazards. Monthly practise of escape plan is raising children's awareness of safe action to take in an emergency. Children adopt good

personal hygiene routines, washing their hands independent of adult prompts after messy play activities in the frequently changed washing-up bowl. Regular discussions and activities on healthy eating and engaging in a wide range of physical activities, such as dance and using large equipment outside, is increasing children's awareness about what constitutes a healthy lifestyle.

Exceptional emphasis is given to promoting children's inclusion in decision-making about their learning and individual needs. For example, they help to devise the rules and boundaries for acceptable behaviour, take responsibility for selecting activities and toys from the children's planning board and help themselves to a snack or a drink when they choose. Children have their own named coat peg, drawer and book bag, helping them to feel valued and an extremely strong sense of security and belonging. They display high levels of confidence and self-esteem, responding positively to excellent praise and encouragement. As a result, children feel safe to express themselves and build very good relationships with both staff and their friends. They show excellent awareness of responsibility, independently using timers to negotiate sharing and turn taking.

Systems for planning and observing children's play and learning across the six areas of learning inside are comprehensive and improving outside. For example, children read the new story book and extend this further, re-enacting the story outside. Overall, staff make good use of assessment to accurately support and monitor children's learning. This information is used intelligently to plan activities that help to raise children's achievements and successfully close identified gaps in learning. For example, effective interaction, self-registering and frequent use of language programmes and specific letter sound activity bags are helping them to link sounds to letters and extend their language. Effective differentiation and extension of activities is successfully challenging children's learning. Children spend long periods naming the various colours and shapes they use when threading. Good questioning and interaction further extends the threading activity, encouraging them to compare the different lengths and measure them against themselves.

Staff support and facilitate children's learning very well. As a result, children are motivated and interested in a broad range of activities. They actively explore and investigate different media and materials becoming curious, inquisitive learners. Staff skilfully promote children's interest in science, providing fun activities that challenge new skills, such as the volcano experiment. They excitedly pour red and orange food colouring, bicarbonate of soda and vinegar into the pot covered with flour, showing their delight as the froth rises up to create the effect of a volcano exploding with molten lava. They learn about life cycles and show interest in everyday technology, using information and communication technology and programmable toys to support and extend their learning. Children take an active part in ensuring resources and the environment is sustainable. They use recyclable materials and real objects in their play and recycle food waste each day.

## 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	1
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

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	1
The extent to which children develop skills for the future	2

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