

# Chantlers Pre-School

Inspection report for early years provision

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**Inspection date** 28/11/2011  
**Inspector** Anne Sheldon

**Setting address** Chantlers CP School, Foulds Avenue, Bury, Lancashire, BL8 2SF  
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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**

Chantlers Pre-school was originally registered in 1982 and changed premises in 2009. It operates from a purpose built building within the grounds of Chantlers Primary School in the Elton area of Bury, Lancashire. The pre-school is managed by a management committee. Children have access to a fully enclosed garden available for outdoor play.

The setting offers sessional care from 8.45am until 11.45am and 12.45pm until 3.45pm each weekday, during school terms. A maximum of 32 children attend the pre-school at any one time. There are currently 46 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register.

The pre-school provides funded early education funding for two, three and four year olds. It supports children with special educational needs and/or disabilities and also those who speak English as an additional language.

The pre-school employs seven members of child care staff the majority of whom hold appropriate childcare qualifications.

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

Overall the quality of the provision is good.

Children develop a sense of confidence in this warm and caring setting. Children make outstanding progress in their learning and development due to high levels of individual attention and an excellent understanding of their needs. The well-qualified and committed staff team promote and safeguard the children's welfare well. Relationships with parents and carers are good. Links with other providers of childcare that children attend, are yet to be forged. The team make good use of the self-evaluation process to reflect on their practice and plan improvements.

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

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

- develop partnerships with the other early years providers that children attend to ensure that information regarding children's development and learning is shared.

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

Arrangements for safeguarding are effective. Management and staff know and understand their roles and responsibilities and training is updated consistently. A robust recruitment process ensures that staff are appropriately vetted and suitable

to work with children. Risk assessments are in place for outings and cover the indoor and outdoor areas and are regularly reviewed and updated. Detailed daily checks inside and outdoors are carried out, hazards identified and appropriate actions taken to reduce the risks, making the environment safe for children.

The long serving staff team are well qualified and work together well, to support the children's development and learning. Regular update training ensures that their knowledge is current. The pre-school room is bright and airy and well organised. Children are able to access resources independently from well labelled storage units. The outdoor provision has been purposefully designed to provide a range of exciting opportunities for children, including space to move freely and develop physical skills.

The setting has successfully completed a self-evaluation document, which has a full and detailed account of areas identified for development. This has improved outcomes for children. The manager demonstrates a strong ability to guide and oversee all aspects of practice and the maintenance of quality within the setting. She ensures that the organisation and management of the nursery is effective and promotes children's progress and achievement, overall, within a strong programme of play and learning.

Partnership with parents is good. Parents are provided with useful information about the setting prior to children starting and are kept regularly informed of their children's progress. They are encouraged to add insights to the children's profiles detailing their progress at home ensuring strong home-pre-school links. The pre-school works closely with other professionals that support children, such as, speech therapists and the Special Needs Co-ordinator. Links have not been established with other provisions children attend to foster smooth transitions.

Staff are sensitive to the needs of all of the children in the setting. Staff plan good quality opportunities for children to learn about diversity. A range of appropriate festivals are celebrated through craft work, stories and preparing and eating celebratory foods.

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

The nursery has a welcoming, child-centred environment, which promotes independence and helps children become enthusiastic learners. Staff working with the children are passionate and capture children's interest. They arouse children's curiosity and enthuse them with a desire to learn by making play exciting. For example, children are fascinated when seeing the effect the wind has on ribbon. A comprehensive system of observation, assessment and planning is well used, ensuring progression across all learning areas. There is generally a good balance between adult-led and child-initiated activity. Adults know the children well and respond to children sensitively and thoughtfully. They know when and how, to lead and support children's learning.

Language development is given a high priority and children are confident

communicators. Children are becoming very familiar with rhyming words and enjoy animatedly repeating the rhymes in a story. Singing time is greeted with delight and children relish practicing their newly learned Christmas songs. Self-registration fosters the recognition of words and letters, a skill children demonstrate when reading to one another. Numerous, naturally occurring opportunities in the daily routine, are well used for counting and adding. Children display their understanding of number when they play 'ten in the bed'. They delight in purposeful activities, such as, searching for treasure in the garden. Whilst finding and exploring twigs, shells and conkers, they build knowledge of the world around them.

All children show a strong sense of security and belonging within the setting. Children's self-esteem and confidence is well supported. They are encouraged to take responsibility for their environment by tidying up at the end of free play. They learn to care for themselves, putting on their own coats, supporting the development of skills for the future. Behaviour is good, children know their boundaries and what is expected of them. They learn to keep themselves safe as staff talk to children about safety and safe practices during the daily routine.

Healthy habits, such as hand washing before meals, are an important part of the daily routine. Children are encouraged to eat healthily and snacks from a selection of fruit are enjoyed. Fresh drinking water is available throughout the day so children remain hydrated. Children have daily access to fresh air and outdoor play in the well-equipped enclosed garden and are developing strong physical skills.

## 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	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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### 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	1
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	1

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