

# Chatburn Pre-School and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	309266
<b>Inspection date</b>	16/12/2011
<b>Inspector</b>	Linda Shore
<b>Setting address</b>	Chatburn C of E School, Sawley Road, Chatburn, Clitheroe, Lancashire, BB7 4AS
<b>Telephone number</b>	01200 441 779
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Chatburn Pre-school and Out of School Club is privately owned and has been registered since 1992. It operates from three rooms on the lower ground floor below Chatburn Church of England primary school. The nursery serves the local area. It is accessible to all children and there are two fully enclosed areas available for outdoor play as well as access to the school playground.

The pre-school opens Monday to Friday during school term time. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The out of school club operates from 8am until 9am and from 3.30pm until 6pm during school term time. The holiday club opens from 8am until 6pm during school holidays. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the setting at any one time, all of whom may be within the early years age range. There are currently 58 children attending who are within the early years age range. The nursery provides funded early education for three and four-year-olds.

The nursery employs 14 members of child care staff; of whom 12 hold appropriate early years qualifications to level 3. One member of staff holds a level 4 qualification. The nursery receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children are making good progress in their learning and development as most staff have an effective understanding of planning for children in the Early Years Foundation Stage. Children's safety is of high importance and they are adequately safeguarded, however outdoor areas are not fully appropriate for babies. Self-evaluation and reflective practice is developing well and targets for improvement are considered and implemented, however, this is not consistent across all areas of provision. The setting has capacity to maintain continuous improvement. Partnership with parents and others are good and have a positive impact on outcomes for children. Most required documentation is in place and policies and procedures are implemented effectively to improve children's health and well-being.

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

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

- ensure risk assessments cover anything with which a child may come into contact
- improve opportunities for babies to explore and learn in secure and safe, yet challenging, outdoor spaces

- improve consistency across the setting of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further the self-evaluation process through regular cycles of planning and review, informed by accurate record keeping.

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

A strong emphasis is placed on safeguarding to ensure that children are protected whilst at the club. Staff have a high level of awareness of the possible signs and symptoms of abuse and understand the importance of taking action if they have any child protection concerns. There are good systems in place for the safe recruitment and selection of staff working directly with the children. All the required checks have been carried out to ensure staff are suitable, as well as having the appropriate experience and qualifications to look after children. Careful deployment of staff and monitoring of children throughout the session ensures they are always supervised. Some risk assessments are in place however there are gaps such as when children are being escorted through the school building and the risk of bites and disease through exposure to pets.

The setting has completed the Lancashire Step into Quality Award. It demonstrates a commitment to further develop the club and identify priorities for further improvement through consultation with parents and staff. Suggestions from Local Authority cluster meetings are implemented and evaluated to measure the impact on children's development needs and well-being. Formal self-evaluation is undertaken however some areas that require improvement have not been identified. For example the need for risk assessments to address all areas where children may be at risk.

Staff provide parents with daily verbal feedback on children's activities, behaviour and well-being and compile development files to share with them. Parents feel included in the care of their children and were particularly complimentary of the staff's knowledge of individual children and their needs. The club has a strong long-standing partnership with the school, sharing information about young children with the reception teachers. This is providing effective continuity of care and learning for children within the early years age group.

Children are developing an awareness of the wider society and respect for others through games, posters and books centred on other cultures and people with varying abilities. This helps children learn to value aspects of their own lives and the diverse society in which they live. The provider demonstrates a positive attitude to liaising with professional agencies, to ensure that children with special educational needs and/or disabilities are equally provided for if required.

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

Staff have a good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these observations are used well to plan for children's individual next steps in learning in the baby unit. However, this is not yet fully effective within the pre-school. Children are keen to learn and freely move around selecting activities which interest them. Children develop their imagination well, with a wide range of role play opportunities in the home corner room which is comfortable, homely and provides a broad range of experiences. Children enjoy tidying up, washing the dishes and cleaning in their home environment. They have lots of opportunities to be creative. They enjoy painting, singing and dancing. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, putting on coats and accessing toilets and drinks as required.

Communication is fostered very well by staff who talk to children clearly and at their level. They ask open-ended questions to stimulate discussion during snack time. For example, children were practising their nativity play and staff questioned them about the characters, allowing them time to consider their response. Children enjoy books, babies cuddle in for stories and older children recognise letters and words displayed at their height. For example, a child pointed out a word on the wall and said, 'My name starts with the same letter'. Children have lots of opportunities to learn about the wider world, and different cultural festivals, through artwork and celebration. Children develop problem solving skills as they count through daily activities and songs. For example, they consolidate number concepts while singing the shepherd song, calculating how many shepherds are left.

Children have good opportunities to learn about being healthy. They enjoy a well-balanced diet which is cooked fresh in the school kitchen each day and healthy snacks including fruit, crackers and cheese. Children drink milk or water and understand that these are healthy options. One child said while eating that 'Water makes my tummy feel better'. They learn the importance of good hygiene as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in a stimulating purpose-built outdoor environment where their physical development is well promoted. They competently dance, jump and swing, run, ride and climb in all weather. Babies have daily access to the outdoors through pram walks in the local community. However, their decked play area is slippery when wet impacting on their opportunities to explore and investigate throughout the year.

Children feel safe due to a highly effective key-person system. They settle very well and develop extremely secure relationships, confidently approaching staff for a hug, happy and smiling. Children are familiar and comfortable in the environment, moving freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management, for example, after inappropriate incidents staff

take children to one side and explain why their actions are not acceptable and how other children may be feeling. Children are taught respect for each other and themselves and as a result are developing a good sense of self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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