

# Chudleigh Pre-School Rising Fives

Inspection report for early years provision

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**Inspector** Brenda Flewitt

**Setting address** The Community Room, Chudleigh Primary School, Lawn Drive, Chudleigh, Devon, TQ13 0LS  
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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

Chudleigh Pre-school Rising Fives was registered in 1992 and is managed by a voluntary committee. It operates from the Community Room in Chudleigh Primary School. There is an enclosed area available for outdoor play. They also operate a pre-school from Chudleigh Town Hall. The Rising Fives group is open on weekdays during school term time from 9.15am to 3.15pm on Monday and Wednesday. Sessions on Tuesday, Thursday and Friday run from 9.15am to 12.15pm with an extended one hour lunch club.

Chudleigh Pre-school Rising Fives is registered on the Early Years Register. A maximum of 18 children aged from three to the end of the early years age group may attend at any one time. Children attend these sessions for one or two terms before they start school. The pre-school provides funded early education for three and four year old children. There are currently 35 children on roll. The pre-school supports children with special educational needs and/or disabilities.

There are 15 staff employed to work with the children in both settings. All staff hold relevant early years qualifications, which includes a supervisor with a teaching qualification and Early Years Professional Status. The team are supported by an administrator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for by a team of enthusiastic staff who highly value each child as an individual. Children benefit from the highly effective partnership with the school, which prepares them extremely well for the transfer to the reception class. They flourish in a stimulating environment as they enjoy learning through exploration and investigation. The excellent partnership with parents and other professionals contributes to staff successfully promoting each child's rapid progress in most areas of their overall development. Self-evaluation is highly effective in identifying areas for development, and staff continuously improve their knowledge to enhance children's experiences. They demonstrate a high capacity to sustain ongoing improvements.

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

To further improve the high quality early years provision the registered person should consider:

- helping children further to be aware of risks and to consider their own and others' safety, for example, by involving them in risk assessments of the outdoor areas.

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

The team of enthusiastic staff work together effectively, resulting in an extremely well organised provision where children know what to expect and settle quickly. Staff implement clear policies and procedures to promote children's welfare and safety. They have a secure understanding of safeguarding children, which includes recognising signs and symptoms and their responsibilities in following procedures if there are concerns. Staff attend training regularly to keep their knowledge up to date, and children's existing injuries are recorded as routine. All this helps to protect children from harm. There are robust recruitment and induction systems for checking that staff are suitable to work with children, and confident about their roles and responsibilities. Staff complete detailed risk assessments and daily checks to ensure that children play in a safe environment, both inside and out. All required records are in place, extremely well organised and completed accurately.

Children use an extensive range of equipment and resources, which staff thoughtfully arrange according to children's learning needs and interests. Children select these for themselves to extend their own play and learning. Effective staff deployment means that children are very well supervised and supported. Staff know children extremely well as individuals, which enables them to meet their needs highly effectively. Children with specific needs are exceptionally well supported and fully included. Extremely effective partnerships with connected professionals help children to make significant progress from their starting points in their overall development. Children develop a very positive attitude to people's differences through the excellent example set by staff. They enjoy exploring various cultural celebrations that are important to members of the group.

Staff promote excellent partnerships with parents. Parents receive a wealth of information about the setting by way of written policies, regular newsletters and displays. Parents are fully engaged in their child's learning. For example, they are encouraged to share 'WOW' moments, celebrating their child's achievements at home. Children benefit greatly from key workers visiting them at home before they start pre-school, giving staff an insight to each child as an individual. Parents praise the excellent communication and supportive staff. They are confident in their children's transition to school due to their attendance at the pre-school. Parents have an active voice in their child's care and education as members of the management committee. Staff establish effective partnerships with other settings that children attend to share information to fully support their welfare and development.

Reflective practice and effective self-evaluation systems are successful in identifying areas for development to enhance children's experiences. For example, staff are developing the outdoor area to provide a covered walkway. Staff are committed to continuous improvement to maintain high quality provision. They attend training regularly to improve their knowledge and understanding of various aspects of children's welfare and development.

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

Children flourish in a stimulating environment that is thoughtfully arranged to promote learning through play and exploration. All children are extremely happy, settled and secure in the care of friendly and caring staff. The atmosphere is buzzing with activity and enthusiasm. Children are confident learners and focus very well on activities, both independently and when sharing experiences with friends. Children make excellent relationships with staff and one another. Children are often seen to spontaneously offer help to others, and recognise others' needs. Children's ideas and contributions are highly valued. They develop a strong sense of belonging to a community. The effective partnership with the school provides a 'seamless' transition as children start school. They are confident because they are familiar with the people, the environment and routines. Children's behaviour is exemplary. They know how to take turns in their play and daily activities. They know what to expect through familiar routines and clear explanations, and respond very well to tasks of responsibility. For example, they wash their own equipment after snack time. Children receive continuous praise and encouragement for their effort and achievements, which helps boost their self-esteem.

All children are involved in a broad range of stimulating activities, both inside and out that help them learn through play. They enjoy an effective balance of adult-led and self-initiated activities. Staff have a secure understanding of the Early Years Foundations Stage principles, how children learn through play and how to promote individual learning. Children use language extremely well to communicate. They are confident to initiate conversations with peers and adults, and use talk to organise their play. Children practise their writing skills during many activities; they recognise their written names and initial sounds. For example, a child spontaneously makes the initial letter of their name using wooden building bricks. Another knows how to use their written name label as guidance when naming their artwork. Children learn about number, shape and problem solving through meaningful activities, including board games and counting how many children are present. They are confident in recognising numerals, and 'adding on' when another child arrives at registration time. Children show a eager interest in the natural world and the changes that happen. They are captivated as they 'observe' frogs in and around a pond. They understand the cycle from frogspawn to a fully grown frog, and are encouraged to recognise how frogs breathe air. Staff complete comprehensive and detailed assessment records to plot children's stage of development and effectively plan their next steps. Staff interact sensitively and purposefully in children's play to extend their knowledge and skills. Effective questioning and conversation helps all children develop good communication skills, recall previous events, solve problems and develop an understanding of the world around them. Therefore, children are making excellent progress in their learning and development.

Children enjoy a very healthy lifestyle. They understand and frequently practise good procedures for their own personal hygiene and good health. Children make choices from healthy options at snack time, which include a selection of fresh fruit,

crackers and spreads. The social cafe-style system means children choose when to eat and drink, and develop practical skills as they serve themselves. Children have daily fresh air and exercise, and develop skills in managing their own outdoor clothing. Visitors to the group help children to understand the importance of staying healthy; these include a health visitor and dentist. Children are very aware of their own safety as they learn about crossing roads and 'stranger danger'. Staff remind them of risks in the outdoor environment, but they are not always fully involved in identifying these for themselves.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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