

Chilham St. Mary's Pre-School

Inspection report for early years provision

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Inspector

Cilla Mullane

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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*.

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

Chilham St Mary's Pre-School opened in 2002 and re-registered in 2011. The pre-school operates from the village hall in Old Wives Lees, near Canterbury, Kent. The pre-school is accessible via a ramp. The pre-school serves the local community and surrounding areas. It opens each weekday during term times. Sessions are from 9.15am to 12 noon on Tuesday and Friday and to 1pm on Monday, Wednesday and Thursday when children can stay for lunch.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school may care for 24 children, who may all be in the early years age range. Currently, 37 children in the early years age group attend. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities. There are nine staff working with the children. Of these, six hold early years qualifications to at least level 2 and two are currently undertaking further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are treated as individuals and feel secure and settled in the care of nurturing and experienced adults. Progress from starting points is consistently good and children are motivated and keen to learn. Children form strong bonds with staff and their peers so they are independent and behave well. Resources are used well so children initiate their own activities, solve problems and make choices. Parents value most aspects of the pre-school. The staff effectively meet the needs of children and demonstrate good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents to involve them in practical ways to support their child's learning and development

The effectiveness of leadership and management of the early years provision

Potential risks both indoors and on outings have been assessed and, as a result, safe procedures are implemented well to safeguard children. The staff are familiar

with child protection issues and procedures and know how to implement these to protect children. Adults are suitably vetted, which further enhances children's safety and well-being.

The quality of children's care and education is constantly improving. This is due to staff and management's realistic view of their strengths, areas which they could develop further and their shared vision for the future. The qualified and well-organised staff group work consistently as a team. Pre-school managers are open to advice and act upon recommendations from their improvement partner. As a result, an ongoing action plan shows well targeted plans for development. For example, a website is planned to improve information for parents and staff are beginning to use a phonics programme to aid children's speech and language development.

The resources are good, fit for purpose and able to support children's learning and development. As not everything is set out, children confidently ask for what they want, including the sand. Children benefit from good, outdoor facilities. As the garden is in two parts, children take out what they want into the main area, which promotes their independence and they access the second area under close supervision, which enhances their safety.

The effectiveness with which the pre-school promotes equality and diversity is good. All children are respected as individuals in this inclusive setting. There are effectively established links with other professionals, such as the special educational needs coordinator and speech therapist, who work with children. In addition, the Reception teacher at the local school is on hand with support and advice. Therefore, all children who need extra support make good progress from their starting points.

Parents are generally positive about the pre-school and feel that staff are especially nurturing and loving. They appreciate their children's special bond with key persons and feel that staff meet children's individual needs well. There are systems in place to keep parents informed about their child's activities and progress. However, parents are not fully involved in practical ways to support their child's learning and development. There are strong links with the local school; children visit the school and the Reception teacher visits the pre-school. This results in children being familiar with the adults and the environment, easing the transition to school.

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

Good planning of activities results in a balance of adult-led activities to introduce new skills. Activities are also planned according to children's interests and individual needs. Adults are quick to spot children's interests and respond accordingly. For example, children were keen to 'write' notes and put them in

envelopes and staff provided a letterbox to further enhance this activity. Adults skilfully interact with children, getting down to their level, using good questioning techniques, and taking time to listen to children's contributions. As a result, children gain good skills for the future.

Children display good levels of concentration, which positively supports their learning. For example, children develop their creativity as they spend time in the well-resourced art and craft area. They cut paper and straws adeptly, and know how to hold their creations together with glue. As a result, children create innovative models and their efforts are praised by staff, which boosts children's self-esteem. The exciting garden is a wonderful resource. Children recall planting seeds, balance on the tree stumps and look excitedly into the wormery for signs of life, which develops their awareness of the natural world.

Children show that they feel safe in the pre-school. They all separate happily from parents and carers, and show a sense of belonging as they find their names for their pegs. They seek and greet their friends, chat about the toys they have brought with them and enthusiastically go off to find exciting activities. Children understand the rules for personal safety. For example, they remind each other to hold on to the fence when the stepping stones have become wet in the rain. Snack times are social occasions, which children enjoy. Adults chat with children, for example, about where food, such as milk, comes from and children independently serve themselves, and talk about taking turns. Children are self-controlled and independent. They willingly take turns, asking, 'when you've finished that can I do it?' Adults gently encourage them to act independently, and children are thrilled when they succeed, saying, 'I did it all by myself!'

Children gain a good understanding about the importance of healthy lifestyles. They help themselves to tissues and dispose of them after use, showing a good understanding of looking after their personal hygiene needs. In the garden, they are involved in planting and caring for vegetables; they eat the end product, successfully learning about life cycles.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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