

Chipping Sodbury Pre-School

1st Chipping Sodbury Scout Group, The Ridings, St. Johns Way, Chipping Sodbury, BRISTOL, BS37 6PQ

Inspection date

17/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are very secure and happy due to the highly effective key person system that supports children to settle.
- Staff know the children well and have a good understanding of how to promote children's learning and development. They provide a wide range of interesting and challenging experiences that encourage learning in all areas and meet the needs of all children.
- Staff develop excellent partnerships with parents through frequent meetings and shared activities that support children's learning within the setting and at home.
- The staff and committee are strongly focused on monitoring, reviewing and developing the setting for the benefit of children. Staff are committed to their professional development through regular training.

It is not yet outstanding because

- Staff do not consistently make best use of children's spontaneous play to develop their individual learning, particularly in counting and solving problems.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Two inspectors carried out the inspection.
- The inspectors observed children's play and staff interaction, indoors and outdoors
- The inspectors talked with most staff, two parents and held discussions with the manager and chair of the committee.
- The inspector undertook a joint observation with the manager of a group activity.
- The inspectors looked at the self-evaluation documents, a selection of policies, procedures, staff suitability records, children's records and development plans.

Inspector

Debbie Starr

Full Report

Information about the setting

Chipping Sodbury Pre-school was first registered in 1967 and re-located to the current premises in 2012. The pre-school operates from within a single storey scout hut in Chipping Sodbury, South Gloucestershire. Children have access to an enclosed outside play area. The pre-school is managed by a committee of parents. The pre-school opens Monday to Friday from 8.45am to 3.45pm, term time only. The pre-school is registered on the Early Years Register only. The pre-school offers care to children aged between two and five years. There are currently 37 children on roll. The pre-school receives funding for

the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs six staff; of these four have completed level 3 in National Vocational Qualification childcare training, and two have completed a level 2 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop consistency in the educational programme for maths by staff modelling how to point to each object in turn to represent the numbers they count, and how to solve problems in everyday activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and enthusiastic. They interact positively with the friendly staff who recognise each child for their uniqueness. Key persons establish warm and close relationships with children, enabling them to feel secure and settle quickly. Staff plan and work hard to provide an inviting and well organised environment. Children are able to access a broad range of activities and experiences, which reflect their current interests and learning priorities. Staff have a good understanding of how children learn and the setting's observation, assessment and planning processes are thorough. Parents are very involved in supporting their child's learning both within the setting and at home. Termly meetings with their child's key person ensures all parents are very well informed about their child's achievements and how they can support their next steps in learning. Consequently parents frequently share achievements they have observed so that staff can build on these. Staff identify clear learning objectives for each child and set appropriate challenges to promote the next stages of each child's overall development. Consequently, children are making good progress in relation to their developmental starting points. Staff are aware of the need for the two year check. The overall assessment processes are in place to support this, and key persons undertake review summaries of children's progress every six weeks.

Children are active and enthusiastic learners. They thoroughly enjoy easy access to resources in the hall and the variety of activities in the outside areas. Good modelling by staff and clear guidance supports children's development of computer skills. They confidently respond to instructions, take turns and press keys. Children are starting to manipulate the mouse effectively to make choices and navigate through the computer

screens. Children are curious and take an interest in the natural world. They independently choose leaves, conkers and paint. They explore textures with their hands and observe the marks they make as they paint leaves and press conkers into the paint, creating their own pictures both inside and outdoors.

Children make good progress in their communication and language. Children engage enthusiastically with songs and stories and are supported well through the use of props. This supports their development well in their listening skills and repeating familiar phrases and rhymes. Children feel valued and welcomed into the group as their name is called in turn during the 'bumblebee' song. Children make good progress in their literacy skills. They recognise their printed name on labels and give meaning to their marks when using accessible resources in the outside area. For example, they create pictures using chalks on large sheets of paper and mark lines on the fence. They write purposefully alongside a staff member as she writes on the information board.

Children confidently select resources to initiate their own play. However, their individual learning is not supported consistently, as opportunities by staff to reinforce learning are sometimes missed. For example, they do not reinforce children's interest in number so that they understand that the numbers they recite represent individual blocks in a tower they have helped construct. Staff do not always encourage children to solve problems for themselves, such as ways in which to retrieve a ball that has been kicked over a fence.

Overall, children's development is promoted well through practical everyday activities. For example, children engage in role play of shops using authentic items. They visit the local baker, observe printed signs, take turns to be served, and use real money. Children's learning is further promoted as they make their own bread in the setting. The wide range of experiences enjoyed by children demonstrates they are developing skills for the future. They are well prepared for the next stage in their learning and transition to school.

The contribution of the early years provision to the well-being of children

The setting has a well established key person system that is very effective in supporting children's well-being and helping them to form secure attachments. For example, children including those who have recently started, move freely and confidently around the setting. Children benefit from close attention to their interests and individual needs by their key person to help them settle. For instance, staff read favourite books supplied from home. Children's sense of well-being is fully supported through the use of an 'emotions board', which helps them to express their feelings securely.

Children behave very well due to the good role modelling by staff and a consistent approach in their expectations for children's behaviour. For instance, staff explain clearly why they must walk and not run. Children's understanding of a healthy lifestyle is consistently promoted throughout the day. They are encouraged to stretch and move their bodies at circle time. They eagerly choose to play outside in the fresh air and have lots of fun accessing the good range of activities and equipment that support their all-round development. They choose from a varied range of fruit and vegetables at snack time and

all participate in weekly cookery sessions that promote healthy eating, such as fruit smoothies. Staff model healthy eating when sitting and eating their own lunch with children.

Children's safety is supported well and they are encouraged to take safe risks and learn through the use of household equipment. Children are given good opportunities to cut fruit and learn how to use a knife and toaster safely. Effective use of props, such as puppets, enhances children's understanding of their personal safety, for example when discussing fireworks. As a result, children develop a positive sense of looking after themselves to keep safe from harm. Staff provide secure routines so that children learn to be independent in their self-care skills. Children competently dry hands and put paper towels in the bin. They select their own water bottles and drink when they are thirsty, they also clear away their plates and cups at lunch time.

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

Arrangements for safeguarding children's well-being are well established and effective. Staff have all completed safeguarding training and are knowledgeable of procedures to follow should a concern arise. Clear recruitment procedures to assess suitability of staff, to work with children are implemented. All staff are qualified and receive ongoing appraisal, team supervision and attend regular training to build on their professional development. For instance, staff develop specific areas of knowledge, such as healthy eating through the 'cookery bag' project. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. For example, rigorous checking of visitor identification ensures children are kept safe.

The staff and committee are strongly committed to driving improvement. Evaluation and monitoring is ongoing, for example through regular staff meetings and discussion. Areas for improvement are identified and ongoing action plans are formed. This has a good impact on outcomes for children. The manager and staff have a good understanding of the learning and development requirements. They work together to identify any gaps in children's learning and clearly monitor their developmental progress. Consequently, children are provided with activities that provide good challenges and motivate them in their play.

Partnerships with parents and carers are excellent due to the highly effective key person system. Parents are very complimentary of the staff, finding them friendly and welcoming. They receive a wealth of useful information about the pre-school before their children start and on an ongoing basis through newsletters and displays. Parents' feedback through the annual questionnaire and involvement in the appraisal of the manager is valued, acted upon and has a positive impact. For example, renaming opportunities for parents to stay in the session has led to increased involvement.

The setting works well with other agencies and professionals involved in supporting individual children. This collaborative approach results in focused planning and a

consistent approach to learning. Children benefit from well established links with local schools and other practitioners at other early years settings. Staff provide good methods to prepare children for the move to school through role play, stories and photographs. This enables children to become familiar with the new environment and support children's smooth transition.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446919
Local authority	South Gloucestershire
Inspection number	791368
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	37
Name of provider	The Committee of Chipping Sodbury Pre-School
Date of previous inspection	Not applicable
Telephone number	01454327328

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

