

Chirpy Chicks Pre-School

Gretton Primary School, Kirby Road, Gretton, CORBY, Northamptonshire, NN17 3DB

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated to explore and learn in this vibrant setting where they are able to choose freely from an exciting range of activities and resources that cover all seven areas of learning.
- Children benefit greatly from the staff's enthusiasm to embrace current local events to extend children's learning. For example, they provide resources such as a toy cement mixer, shovels and trays of mud that the children explore, mimicking the building work that is going on next to the pre-school premises.
- Children flourish because all members of staff know them very well. They are very sensitive to their individual needs and notice children who require extra support or reassurance. Children are confident to approach the staff to talk to them and to have jokes together during games.
- The partnership working is excellent with parents, other providers of the Early Years Foundation Stage and with other agencies. This unreservedly supports children to settle successfully and to have extremely positive transitions between settings and onwards to starting school.
- The manager and staff team work extremely well together. They are passionate in their approach and absolutely committed to providing children with a safe environment that has an abundance of rich opportunities that promote their learning and development.
- Children are very keen to learn about the wider world because they listen enthusiastically to a member of staff who has recently travelled to China. They thoroughly enjoy handling silk scarves and jade necklaces and look at hand painted Chinese characters.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and interaction between the staff and the children during free play and planned activities in the main playroom, the outside play area and in the multi-sports enclosure.
- The inspector held a meeting with the pre-school manager and with two members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and took account of the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Chirpy Chicks Pre-School was originally registered in 1999 and was re-opened in 2012. It is registered on the Early Years Register. The pre-school is situated in purpose built premises in the grounds of Gretton Primary School in the village of Gretton, near Corby in Northamptonshire. It is managed by a Community Interest Company run by a board of directors from the local community. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 3, 4 and 5. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 11.30am with an option of a lunch club until 12.30pm and on Monday, Tuesday, Wednesday and Thursday, afternoon sessions are offered until 3pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- expand the use of the existing outdoor provision, for example, by incorporating forest school principles to enable children to enhance their exploration of the natural environment.

Inspection judgements

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

Children are very keen to learn in this rich and exciting provision that supports them across the prime and specific areas. They have ample opportunities throughout the session to make their own choices and decisions about what they do. For example, the staff provide paint pots, a variety of brushes and squeeze bottles of paint. Children independently select and mix their own colours, are creative and express themselves freely during this painting activity. Children thoroughly enjoy the highly positive involvement from the staff in their activities. They laugh together during conversations while looking out of the window at the birds and the garden area. The children respond to the staff member because she refers to them as 'two little birds' sitting on the windowsill. This warm and genuine interaction actively promotes children's feelings of self-confidence and value. Children's progress in their learning and development is managed in an

organised and successful manner. The key persons make regular observations of the children during their play. They make excellent use of the 'Development Matters in the Early Years Foundation Stage' guidance document, by linking the observations to the relevant areas of learning. They identify entirely appropriate next steps in learning and also make excellent use of this guidance to inform the progress check at age two when appropriate. The information from the observations and subsequent evaluation and sharing with parents is used on a daily basis to inform the planning of activities for individual children.

Children's experiences of the world around them are extended because the staff pick up on opportunities that arise. For example, there is some building work going on in the school playground that is adjacent to the pre-school. The staff exploit the learning opportunities from this event extremely effectively. They provide the children with items, such as shovels and buckets, that they use in the trays of muddy soil alongside vehicles to explore the different textures. They watch with interest as the building work progresses. They are able to see properly because the staff provide them with low-level boxes to stand on, talking to them about being careful and safe. The staff take time to reassure the children that the school is safe and that part of the building process involves the temporary destruction of the playground area. This outstanding effort from the staff extends children's learning and sense of security. The pre-school truly values the information the children's parents provide about their child's learning at home. They provide details about their family and their child's interests, which regularly contribute to the planning for their child. They have regular opportunities to contribute to their child's record of achievement.

All the staff demonstrate a warm and enthusiastic commitment to their work and this means that the quality of teaching is very high. They have a strong knowledge of the characteristics of effective learning and they use this to successfully promote children to think about what they are doing. For example, a group of children organise themselves to play a game, involving a turtle that balances and eventually topples over. The children explain to the member of staff how the game works and one finds the instructions for the game from the box and gives it to the member of staff to help her. Children are very well prepared for the transition into school. They develop confidence in their personal, social and emotional development through being very familiar with the routines and responding to the staff who involve them in decision making and choices during the session.

Children's communication skills are significantly enhanced because the staff take time to talk to them which helps them think about and control what they are doing. For example, a small group enjoy exploring the play dough. They listen to the member of staff who talks to them about what they think the dough feels like and asks questions, such as 'does the play dough smell?' the children respond by using language, such as 'soft and sticky'. They sniff the dough and comment that, 'It smells like ginger!' The children have a wealth of opportunities to play outside in the fresh air. They have free-flow opportunities during the session to access the enclosed outside play area. They regularly use the playground at the front of the school and the multi-sports enclosure for activities which help to develop their physical skills. They use the painted lines in this enclosure to balance, following each other putting one foot in front of the other and they use an abundance of bats, balls, streamers and beanbags to encourage their throwing, catching and hand-eye co-

ordination skills. The manager of the pre-school is keen to extend children's awareness of their natural, rural environment. She acknowledges that there is scope to expand on this through opportunities for children to take part in forest school learning. She has an enthusiasm and passion for forest school activities and since the last inspection has completed training in this area.

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

Children settle quickly to play when they arrive because the staff are highly skilled in engaging them in their activities. They actively support the children to choose what they would like to do and they know when to become involved in their play and when to stand back in order for the children to lead and satisfy their curiosity. Each child has an allocated key person who works very closely with their parents from the outset to support their successful transition from home into the setting. Detailed information is effectively shared from the start and ongoing to ensure that any specific needs can be met. Children who have special educational needs and/or disabilities are supported because the key person works with other agencies who are involved with them and they access any necessary further training which enables them to attend to children's specific needs.

Children are independent in their self-care. They can access the bathroom areas themselves and they wash their hands after messy activities at the low-level sink in the main room. They choose when they have their snack and those who stay for lunch sit together in small groups supervised by the staff. They use this social occasion as an opportunity to talk to them about a variety of subjects including ideas for future activities, their family and about the choices of food they have in their lunch box. The sensitivity of the staff provides a very strong base for children to be independent and to be able to manage themselves.

Staff teach children to help tidy away the resources safely at the end of the session. Children are encouraged to extend their experiences by transporting items to different areas of the room. For example, they take writing materials into the entrance hall area to enhance their game of 'schools'. The staff gently remind them to replace items in the correct boxes during tidy up time and all children enthusiastically help to clear away. They work well during this task; they decide together that the sticky play dough can be scraped off the table by using a dustpan. Some take on this role and others fetch damp cloths to wipe the table down. This collaborative working supports children's social skills and develops a sense of respect and care for their environment. During the walk to the multi-sports enclosure, children are safe because the staff are very conscientious in explaining to them about how to stay safe. They walk together in pairs, holding hands with members of staff supervising at the front and rear of the line. Children are supported by the staff to be aware of risks. During activities the staff talk to them and ask questions, such as 'What do you think will happen?' and this encourages them to consider potential risks for themselves. They thoroughly enjoy these opportunities to take part in exercise and squeal with delight, running around with the play equipment.

Children are very self-motivated to choose freely from the abundance of stimulating and

exciting resources and activities. These are provided following the children's interests and suggestions. For example, children who enjoy washing their hands using the pump soap after exploring the play dough, are asked by the staff if they would like to have water out to play with after lunch. All the staff regularly pick up on this interest, prompted by the children which demonstrates that they are genuinely interested in what the children are doing.

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

The leadership, management and staff effectiveness is outstanding in this provision. They have a continual drive to maintain the highest levels of achievement for all the children in their care. The pre-school is a well-established group that recently re-opened as a community interest company. Since the last inspection under the previous registration, the pre-school has continued to value their staff through supporting them in training up to degree level and the manager has completed forest school training. The new premises support their commitment to extending children's learning. For example, children can see through the windows because they are at low level and they can independently access the sinks, the stored resources and are encouraged to take part in the free-flow activities throughout the session. The staff team continually reflect on their activity with the children and readily identify their priorities to continue to improve their already inspirational practice.

The manager and staff work exceptionally well together and share a full understanding of their responsibilities to meet the learning and development requirements. They are effective in monitoring the delivery of the educational programmes through regular discussions and team meetings where they are all fully involved. This involvement of the whole staff team alongside their extensive knowledge and commitment ensures that all children's needs are met most effectively.

Safeguarding is given the highest priority. All the staff have completed training in first aid and safeguarding and they fully understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns. The pre-school has robust procedures to ensure that suitable staff are recruited and retained. They are encouraged to take on roles within the pre-school and this extends their knowledge and professionalism. The partnership working is highly successful in the pre-school. For example, other providers who also have children attending the pre-school are supported to attend settling-in sessions and outings with them. Parents enjoy attending evenings where they take part in presentations by the staff of particular aspects of their children's learning. Meetings are held in the evenings for parents who are unable to attend during the day. This ensures that children receive a consistent approach and that all parents are fully valued and respected. Parents and carers report highly complimentary comments about the pre-school. They comment on the welcoming environment and how friendly and welcoming the staff are towards them and their children. This exceptional provision has each child's feelings of well-being and security at its heart and this supports their interest

and confidence to be curious and interested in their activities which helps them to make rapid progress.

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 action. 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	EY452694
Local authority	Northamptonshire
Inspection number	885416
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	46
Name of provider	Chirpy Chicks Pre-School
Date of previous inspection	not applicable
Telephone number	01536771711

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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, which are usually the childminder's 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.

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