

Chedworth Pre-School

St. Andrews C of E Primary School, Middle Chedworth, Chedworth, CHELTENHAM, Gloucestershire, GL54 4AJ

Inspection date

Previous inspection date

06/09/2013

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 happy, confident and they have settled well into the new routines in the school.
- Staff know their key children well and as a result, children are making good progress in all areas of learning and development.
- Safeguarding requirements are met effectively. Consequently, children's welfare is promoted very well.
- The staff have completed a detailed and effective evaluation of practice, which means that areas of improvement are clearly targeted to benefit the children.

It is not yet outstanding because

- At times, the organisation of routines means that activities being undertaken by children attending the school sometimes distract the pre-school children from their own activities.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by one inspector.
- The inspector observed activities in the classroom.
- The inspector had discussions with the manager, deputy manager, children, parents and the headteacher of the school.
- The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Hilary Tierney

Full Report

Information about the setting

Chedworth Pre-school operates from St Andrews C of E Primary School, which is situated in the village of Chedworth in Gloucestershire. The committee run group registered at these premises in 2013. The pre-school operate from the school site on Fridays only from 8.45am to 12.45pm during term time only. It also operates from the village hall in Chedworth on other days. The children share a school classroom with the reception school aged children. The children have access to the playground areas. They also have access to an enclosed area for outdoor play for the sole use of the reception class and pre-school children. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. They currently have six children in the early years age group on roll that attend this pre-school. Two staff work directly with the children, who both hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- develop the organisation of routines so that the pre-school children are able to concentrate on their own activities and are not distracted by the older children.

Inspection judgements

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

Children are progressing well in all areas of learning and development. The staff know their key children well and complete detailed observations and assessments on the children. As a result, planning is based on children's interests, next steps of learning and a balance of child-led and adult-led activities. The small group of children that attend the setting have settled quickly into their new environment.

Children develop their communication and language skills well. Staff interact effectively with the children as they play and ask useful questions to help children think and problem solve. For example, when a group of children add water to the sand, the member of staff asks them about how it feels before the water was added and what does it feel like with the water. Children have easy access to books and enjoy listening to stories and taking part in recalling the story as the staff read to them. Children enjoy songs and rhymes and take part in action songs with enthusiasm. They are encouraged to develop their early writing skills and have easy access to writing materials. When they finish their pictures, they are encouraged to try and write their names. The staff praise the children when they show what they have written and complete 'WOW' vouchers to put up on the boards to

show parents. This positively helps to build children's confidence and self-esteem and motivates children to continue their learning.

Children develop their personal, social, and emotional well. They are encouraged to share and take turns, interact with their friends and help each other. The school values are shared with them during circle time with the reception teacher. The children are well behaved and they make friends in the group. Children talk confidently about their families and what they have been doing over the week. Staff know the children and families well, which enables them to talk confidently with the children. Children develop their imaginations well and enjoy role play in the home corner. During the session, the pre-school children are left to continue playing, while the reception children do activities and songs with their teacher in the same room. As a result, the noise levels rise and the pre-school children become distracted in their activities and watch what the reception teacher is doing. As a result, this reduces the pre-school children's concentration.

Children enjoy developing their physical skills through regular access to the outside space. They are able to explore the world around them and benefit from being physically active, enjoying running and jumping around. Children enjoy using malleable materials to make things. They roll, cut and mould the dough to make items. Children take great delight in showing the staff what they have done, such as making dinosaurs and crocodiles. Staff ask good questions to help children develop their knowledge about what they have done. For example, they ask when the children saw crocodiles and if they would hurt them. The children reassure the member of staff saying the crocodiles are in cages. Staff support children well so that they are acquiring the skills, attitudes and dispositions they need to be ready for school.

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

Children are confident and self-motivated. They demonstrate they feel safe and secure in their environment. Children have settled quickly into the new surroundings and are forming positive attachments with their key person. The children interact with the staff, school teacher and older children extremely well. They are beginning to form friendships with the other children. The newest children are comfortable and beginning to learn about routines through close contact with their key person. Staff show great care and concern for the children. Children are beginning to learn about keeping themselves safe, for example, they understand that they need to ask to go to the toilet and that resources need to be cleared away off the floor before going outside, as they may fall over and hurt themselves.

The children are beginning to learn about good personal hygiene procedures. They understand about the importance of hand washing before they eat or after using the toilet. For instance, when playing in the sand the member of staff says her hands are dirty. As they talk about it nearly being snack time, the member of staff asks children if she can eat her snack with dirty hands. The children tell her no she cannot, as she will get germs in her tummy and become ill.

Staff actively promote children's understanding about healthy lifestyles. For example, when a member of staff puts out a jug of water and cups, she reminds the children where the jug and cups are and that they should have a drink during the session, as it is warm in the room. Children are able to develop their independence through being encouraged to pour their own drinks at snack time. The children are able to have their lunch with the school children, and can have a hot meal or sandwiches. The children enjoy being able to get their plates and choose their food as the school children do. Children sit well as they eat and talk confidently with the staff, who sit with them. Children have regular access to the outside play areas. They are able to have time outside with the school children during break time and then extra time outside in the special area. As children are being cared for in the school classroom, they are being prepared exceptionally well for their move to school.

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

Both staff and committee have a good awareness of their responsibilities in meeting the safeguarding and welfare requirements. Detailed risk assessments are in place, which covers all areas of the setting and any outings that children may attend. Through daily checks, risks around the room are minimised. Regular fire evacuation practises are completed with the school. As a result, adults and children develop a good understanding of the procedures to follow in the event of an emergency. The committee support the staff well and carry out the necessary checks to ensure the staff are suitable to work with children. Regular staff appraisals and meetings ensure that the committee is fully aware of the routines of the pre-school, and staff training needs are monitored and updated. Both staff and committee have a good understanding about their responsibilities in meeting the learning and development requirements. Staff undertake detailed observations and assessments on the children. They are clear about individual children's needs, interests and next steps of learning. As a result, children's needs are met well.

There are good partnerships with both parents and carers in place. They receive detailed information about the activities the children have completed on the day. They are able to spend time with the staff when they collect their child to discuss how their child has been. A portable notice board is set up to enable parents to see what the pre-school children have been doing that day. Children's progress is recorded in learning journals, which are regularly shared with parents. Parents' speak highly about the fact that their children are able to spend a morning in the school classroom and how well their children have settled in the new environment. Parents' comment about the detailed information they receive. Staff have started to identify the children that attend other settings and are in the process of developing these links, so that all adults are able to contribute to the children's learning and development.

This is the first inspection of the pre-school at the school site. The staff have completed a detailed evaluation of practice, which is effective and detailed. The staff have clearly identified areas to improve, such as access to the outside area so children are able to flow freely between the inside and outside space. The staff work closely with the reception

teacher and are targeting changes that will benefit the children in the group. Both staff and the committee demonstrate they have a strong commitment to drive improvement and provide high quality childcare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY456651
Local authority	Gloucestershire
Inspection number	904734
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	9
Number of children on roll	6
Name of provider	Chedworth Pre-school Committee
Date of previous inspection	not applicable
Telephone number	01285720427

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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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