

Capenhurst Village Pre School

Village Hall, Capenhurst Lane Capenhurst, CHESTER, CH1 6HE

Inspection date

Previous inspection date

12/03/2014

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

- Teaching is good and children are progressing well because they are provided with exciting and challenging activities, which cover all areas of learning.
- Children enjoy their time in the pre-school, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development. They understand and demonstrate high expectations for behaviour.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- Partnerships with the school, local authority and outside agencies make a strong contribution to providing continuity and consistency of care for all children and their families.

It is not yet outstanding because

- There is scope to enhance good teaching practice through developing peer observations systems, in order to help practitioners identify additional ways of extending children's learning.
- Practitioners are not always fully aware of what children can already do on entry because there are inconsistencies in the gathering of information from which progress can be more accurately monitored from the outset of care.

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 talked to children and practitioners and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the pre-school.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Capenhurst Village Pre-School was re-registered in 2013 on the Early Years Register. The setting is privately owned and managed. It operates from the village hall in Capenhurst, Chester, Cheshire. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is an enclosed area available for outdoor play. The setting opens Monday, Tuesday, Wednesday and Thursday from 9am until 3pm, and on Friday 9am until 12 noon, during school term times. Children are able to attend for a variety of sessions. There are currently 31 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for two-, three- and four-year-olds and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend staff's professional development by using peer observations to help support them even further in identifying ways of enhancing children's learning
- ensure consistency in the information gathered in the child's early time in the setting to ensure that each child's progress is accurately monitored from the outset of care.

Inspection judgements

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

Teaching is good and children are progressing well. The practitioners are experienced and have a good understanding of how children learn and develop. Children are well supported to ensure they make good progress, taking into account their starting points, how often they attend and the length of time they have been at the pre-school. Practitioners plan activities and play around the children's interests. These are varied and cover all areas of learning and include a good balance of child-initiated and adult-directed play. As a result, children benefit from a combination of experiences, that include those led by knowledgeable adults and learning from their own play ideas. Children's starting points are assessed on entry. Practitioners request information from parents about their children's routines, care needs and some particulars about what their child can do at home.

Practitioners regularly observe children to see where they are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Each child has a learning journal, which contain

practitioners' observations along with photographs of the children playing and achieving. In addition, practitioners add pieces of the children's work, such as mark making, this shows both the parent and child how they are progressing. Parents are encouraged to continue their child's learning at home because practitioners write daily diaries and use a white board in the reception area to display what the children are doing on that day. Therefore, parents can continue learning at home and children's progress can be further enhanced. Practitioners understand how to complete the required progress check at age two as it is a natural extension of the information they already keep. For example, practitioners write summaries which identify each child's strengths and any areas where progress is less than expected. Therefore, if required, targeted strategies for early intervention involving other professionals can be put in place.

Children are happy and thoroughly enjoy the time they spend in the pre-school, quickly becoming involved in the activities available to them. Children are encouraged to freely explore their environment and initiate their own play. When they come into the pre-school at the start of the day there is wealth of opportunities to play in different ways. For example, they build train tracks or independently visit the book corner. Children use their imagination to dress up as a princess or racing car driver. They carefully place babies to bed or create art work about their families by cutting, gluing and sticking materials to paper. Children handle electronic tablets comfortably or use the mouse on the computer with good effect. A wide range of different resources and games encourage children to recognise differences in numbers and shapes. For example, children show high levels of concentration as they build towers, or complete jigsaws. They count confidently and use binoculars to look at items closely. Practitioners support children well by suggesting ideas which extend their play. Children display high levels of personal, social and emotional development as they confidently talk to practitioners, asking for help if they need it. Good manners are displayed as children say please, thank you and excuse me. Children are creative and imaginative as they develop narrative and story in their play. Children's communication and language is well promoted because practitioners talk to them throughout the day. At sharing time children are encouraged to have their say and practitioners stimulate meaningful conversation by asking questions, such as 'tell me about that' as children discuss the 'diamonds' a child has brought in to share. This promotes the children's self-confidence and self-esteem. They are developing skills which help to prepare them in readiness for school. As a result of these small group experiences, practitioners can more closely observe the children's engagement and assess their progress. Practitioners regularly read to the children who have access to a good selection of books which they handle independently. All children are welcomed and valued. Children with special educational needs and or/disabilities are fully included and practitioners are skilful in recognising children's individual learning needs and supporting them to join in at their own pace. In addition, practitioners have very good partnerships with professionals who offer guidance to ensure all children are fully supported. Children's physical development is very well promoted. They have access to an interesting and stimulating outdoor area, which contains a selection of resources. As a result, children are developing a good range of physical skills. Children are developing a good understanding of the world around them because they have opportunities to visit places of interest in their community. They have visits from organisations and individuals, such as the fire brigade. These experiences help children to learn to be sociable with others and to begin to

understand about their local community.

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

Children form good relationships with each other and with practitioners, who support their emotional and physical well-being and help them to feel secure in the setting. The key person system is effective and children benefit from consistent carers who have a good rapport with parents. All practitioners know the children well and spend time getting to know children when they start, understanding what interests them and motivates their learning. They record this information to give a baseline assessment which demonstrates what children know and can do. However, there is scope to ensure greater consistency in how this information is recorded so that practitioners are fully aware of what children can already do, so that progression from the start can be more accurately monitored. Practitioners have a calm and consistent approach. They encourage children to be respectful and kind to each other. They give support and guidance that encourages children to behave well and children respond positively. The good settling-in procedure fosters positive behaviour further. As a result, children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends. Children show good levels of independence. For example, they help to tidy away, or dress themselves up warmly to play outdoors.

The setting is welcoming and well organised. Children choose from a wide range of age-appropriate resources and play materials both inside and outdoors. Practitioners are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. For example, when doors are opened practitioners make sure they are always closed again to ensure children remain safely in the setting, or they remind children about the importance of being safe when they are running around outside. When necessary, staff take time to explain the consequences of unsafe behaviour, such as the possibility of hurting others. Consequently, children are involved in safely managed risk taking, which helps them to learn about managing their own safety.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children benefit from snacks that are generally healthy and nutritious and take into account their dietary needs, for example, crackers, cheese, cucumber, and milk or water. Children thoroughly enjoy the freedom to play outside where they have access to a variety of resources to develop their skills and continue their learning. They have fun practising their physical skills as they run vigorously, and maintaining a healthy lifestyle through fresh air and exercise. In a game of 'Punchinella' they stand in a circle and they are invited by practitioners to make their own unique movements which other children copy. They do this with enthusiasm and great energy and when they have finished they choose the next child by name, making sure everyone is included.

The effectiveness of the leadership and management of the early years

provision

Leadership and management is good because the requirements of the Statutory framework for the Early Years Foundation Stage and managements accountability arrangements are fully understood. Children are safeguarded well. Practitioners have a clear understanding of child protection and the procedures to follow if they have concerns about a child in their care. Practitioners know what to do if an allegation is made against a colleague and are clear about the use of mobiles phones and cameras. All required policies and procedures are in place and the pre-school carries out risk assessments on a regular basis. For example, a member of the team checks all areas, including the outdoor area, before children arrive. Practitioners supervise children well and recognise when they need additional support or reassurance. Recruitment procedures are robust. All practitioners are thoroughly checked before being employed and well organised induction procedures are in place to assist practitioners. Commitment to ongoing training ensures staff can continue to meet statutory obligations and develop skills which support the work of the setting. Appraisals are used to assess practitioners skills and to identify any areas for improvement.

The team work very well together and have a good understanding of the learning and development requirements, regularly sharing information to help them support children's developing needs. Practitioners provide the children with interesting and stimulating play and learning opportunities. They monitor children's progress, effectively enabling them to support children to move on to the next stage of their learning. As a result, children make good progress in their learning and development. The manager understands the need to monitor the educational programme along with the quality of teaching. She does this effectively because she works alongside her team on a daily basis, with all practitioners contributing to the weekly planning. Therefore, she has first-hand knowledge of what the practitioners and children do. However, there is scope to enhance teaching practice through developing peer observations systems, to help practitioners identify additional ways of extending children's learning.

Practitioners have strong partnerships with parents along with other providers and they are encouraged to share information to ensure continuity of care. Partnerships with other professionals are effective and practitioners work closely with them in order to help children who need additional support. The commitment to providing high quality care and education is reflected in the way the setting have approached parents for their views and involved the local authority in helping with self-assessment. Together they continue to review the pre-school provision to determine where they can make improvements. For example, they are in the process of updating the resources and facilities they can offer two-year-old children. Parents' comments during the inspection show they are happy with the care and education offered to their children. They say children are happy, settled and enjoy the time they spend at the pre-school. Parents know who their child's key person is and value the communication they have with the pre-school. The skills children learn help to prepare them to be ready for school and lay firm foundations for the future.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468411
Local authority	Cheshire West and Chester
Inspection number	934838
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	31
Name of provider	Joanna Maton
Date of previous inspection	not applicable
Telephone number	07976455562

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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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