

# Chipping Children's Community Alliance

Brabins Endowed Primary School, Longridge Road, PRESTON, PR3 2QD

<b>Inspection date</b>	03/03/2014
Previous inspection date	11/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 very good overall. Accurate observations and assessments of children's progress are used to plan activities that enable them to make good progress given their starting points and capabilities.
- Children are kept safe in the pre-school and behaviour is good because children benefit from consistent explanations and staff provide them with positive role models.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met very well. This means all children are fully included and have a positive attitude towards learning.
- Leadership and management is very good under the new manager. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.

### It is not yet outstanding because

- Occasionally, some staff do not seize every opportunity to extend children's learning even further by allowing them enough time to respond to the very thought-provoking questions.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the setting with manager.
- The inspector took account of the views of parents on the day of the inspection.  
The inspector looked at various documents, including policies, procedures, risk assessments, records of children's achievements and evidence of the suitability of staff.
- The inspector held discussions with management and staff throughout the inspection.

## Inspector

Linda Shore

## Full report

### Information about the setting

Chipping Children's Community Alliance was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the rural village of Chipping in the Ribble Valley, Lancashire, and is managed by a voluntary committee. The pre-school serves the local area, including two local schools, and is accessible to all children. It operates from a purpose-built facility in the grounds of Brabin's Endowed Primary School and has two enclosed outdoor areas available for outdoor play.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12pm and 12pm until 3pm each Tuesday, Wednesday and Friday, and 9am until 12pm each Monday and Thursday. A breakfast club operates every day during term time from 7.30am until 9am, and the out of school club runs from 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 68 children on roll, 16 of who are in the early years age group. The pre-school supports 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:

- take every opportunity to extend children's learning by using quality interactions even more consistently and allowing children time to respond in their own time.

### Inspection judgements

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

Teaching is very good overall across the pre-school. Staff have high expectations of the children. The manager and staff recognise that children learn through play and that timely interactions are key to extending children's learning. They are skilled at using open-ended questions to encourage children to think and reason. For example, 'What can you tell me about this picture?' Daily 'letters and sounds' sessions hone children's listening skills as they identify sounds coming from within a box. However, although speech and language is well supported across the pre-school, occasionally, some staff do not seize every opportunity to extend children's learning even further. For example, by always allowing children time to consider their reply before answering for them. Children show increasing control of their body as they experiment with different ways of moving. For example, when playing 'what's the time?' they creep and run. They ride scooters, bicycles and cars and climb and slide. This supports physical development. Children's creativity is encouraged as they build pictures on the windows by sticking foam shapes with water.

They show an understanding of the natural world as they add an egg shape to the tree 'for the birds'. Children also develop useful skills for the future as they learn the basics of computer technology.

Staff use initial observations when children start at the pre-school, alongside information obtained from parents on 'All about me' forms, as a clear starting point on which to build children's learning. Planning is effective in providing a broad range of interesting daily activities based on children's individual learning needs, and covers all seven areas of learning in depth. The key people use accurate observations and tracking of children's development to ensure they are working well towards the early learning goals in their preparation for starting school. Summaries of children's development, such as the progress check at age two, include the knowledge parents share of their children's achievements.

Children with special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person and all staff. Adults engage them in very carefully planned activities and effective, targeted strategies which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities. Parents receive clear and regular information about their children's progress and development, and very good systems are in place which support them to be involved in their children's learning. For example, parents and carers are invited to meet with their child's key person to discuss their progress, next steps in learning and ideas of how they can extend their learning at home.

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

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are very good. Children are happy and settled in pre-school. They have formed secure attachments to skillful staff and are developing relationships with their peers. This is facilitated through an effective key person system which allows children and families to develop these attachments and relationships further. This also contributes to their positive emotional well-being. Parents are provided with valuable information about their individual key person and the role the key person will play in their child's learning journey. Settling-in sessions are flexible to suit the individual needs of children and their families. Parents are encouraged to take up a gradual settling-in period for children, which equally supports them in the separation process. Staff gather a good range of useful information from parents about their children during this period. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth transitions between home and pre-school. Children can see examples of their work and photographic displays on the walls, and this gives them a sense of belonging.

Children of all ages demonstrate good levels of confidence and self-esteem, and their behaviour is good. Staff are good role models as they treat each other and all children with respect and patience and provide consistent messages about right and wrong.

Children learn to use the toilet independently and they know they need to wash their hands after using the toilet in order to prevent the spread of infection. Older children are developing some self-care skills as they begin to manage their own personal needs, for example, by putting coats on independently. Younger children are supported in these tasks by staff, who gently encourage and guide them as they learn to do things for themselves. Children are very well nourished because they are provided with a good variety of nutritious school meals at lunchtime and a choice of fruit and breadsticks during open-access snack times. Snack times are social occasions as children sit together and chat to their friends. Staff use this opportunity to encourage good manners. Children's independence is actively encouraged as they learn to help themselves to plates and cups and freely access drinks. Children's good health and their understanding of the importance of a healthy lifestyle are further promoted as children have free-flow access to outdoor areas for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

Staff are vigilant and adapt the environment to ensure that children are always in view. Children are supervised well at all times and this keeps them safe within the pre-school. The good behaviour helps keep children safe as they pay attention when reminded to be careful of each other during very active play. Children learn to assess risks and find safe ways to play as staff encourage them to work out a solution to reduce hazards. For instance, they move the foam bricks a safe distance away from the chairs when making an obstacle course. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are identified and sign in before gaining entry. The stimulating indoor environment is welcoming for children, with resources easily accessible. This promotes their independence and means they sustain their play activities for a period of time. For example, children build an obstacle course and adapt it as they sustain their interest. Older children make successful transitions to other childcare provisions because staff establish links with future teachers. Staff complete transition documents, which provide information about the children's learning and development achievements during their time with them.

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

The team work very well together and are supportive of one another. All staff have attended training to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. Safeguarding is high on the agenda at team meetings. The manager is the named designated person responsible for overseeing this area and to ensure all necessary safeguarding procedures are followed by staff and the documentation is in place, read and understood to protect children's welfare. The manager monitors children's learning and development files to ensure they are accurate, up to date and being effectively used to assess children's progress and to identify their next steps for learning. Clear recruitment, vetting and induction procedures are in place, ensuring children are cared for by qualified, suitable staff. The manager understands that staff who have not been cleared as suitable should not be left alone with any children. She has a thorough knowledge of procedures to follow in the event of an

allegation against a member of staff, such as notifying the Disclosure and Barring Service. The manager conducts thorough appraisals and supervisions on all staff. Team meetings are held regularly for staff to share good practice and new ideas.

The manager has a training matrix that gathers information regarding staff knowledge and skills, and this clearly identifies relevant training. She is highly supportive of staff gaining higher qualifications, and as a result, she demonstrates a passion and dedication to improving outcomes for children. Children are effectively safeguarded through staff implementing the setting's clear policies and procedures, such as behaviour management and the use of mobile phones and cameras in the pre-school. Risk assessments are conducted to ensure all areas used by children are safe and secure. Daily checks to all areas of the pre-school further help to protect children's welfare. The management and staff are committed to improving the quality of the provision and plans for the future focus on the development of the learning environment. For example, staff have recently introduced an open snack area so that children can access healthy snacks at any time. The working relationship with the local authority is ongoing and management follow advice appropriately to improve practice, and as a result, they have recently achieved a quality award.

Partnerships with parents and professionals are a strength of the pre-school. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs and go through children's record of achievement. This means parents are well informed about the learning and development needs of the children, and learning is successfully supported and extended at home. Parents are highly complimentary about the pre-school staff and refer to their friendliness and the fact they provide support and guidance for the family during difficult times. The manager understands the importance of sharing information with other early years providers with whom they share the care of children. The setting communicates with other professionals and attends meetings to support children with special educational needs and/or disabilities. As a result of these strong partnerships, children have a consistent approach to teaching that supports their development and contributes to the good progress they make.

### **The Childcare Register**

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

The requirements for the voluntary 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	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

<b>Unique reference number</b>	EY336889
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	951931
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Chipping Children's Community Alliance Committee
<b>Date of previous inspection</b>	11/05/2009
<b>Telephone number</b>	01995 678297

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

