

Deux Chats Pre-School Limited

Holy Trinity Church, Windsor Way, ALDERSHOT, Hampshire, GU11 1JG

Inspection date	24/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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

- The good educational programme and the effective teaching methods means that children are making positive steps towards the early learning goals.
- The successful partnership with parents enables them to contribute to children's learning both at home and at the pre-school.
- Children with special educational needs and those learning English as an additional language are well-supported in their development.
- The strong leadership and management of this setting means that the provider addresses identified weakness rigorously and is continually looking at ways to improve.

It is not yet outstanding because

- On occasions staff do not fully promote the rules and boundaries of the setting. As a result, they miss opportunities to build on children's good behaviour.

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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager regarding leadership and management.
- The inspector looked at a sample of children's progress records and planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Deux Chats Pre-school registered in 2003 and re-registered as Deux Chat Pre-School Limited in 2013. It is one of two groups run by a partnership. It operates from two rooms in Galpin Hall, Holy Trinity Church, in Aldershot, Hampshire. It serves families from the local community, surrounding areas and villages. The pre-school is registered on the Early Years Register. Children attend for a variety of sessions. The staff care for children who learn English as an additional language and children with special educational needs and/or disabilities. The pre-school opens five days a week during school term times. Sessions are from 9am until 12 noon and 11.45am until 2.45 pm. There are currently 40 children on roll. The pre-school is in receipt of funding for the provision of free early education. There are seven members of staff working with the children, including the manager. Six have appropriate early years qualifications. The setting receives support from the local authority advisory team and 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:

- apply the rules of the setting more consistently so that all children are fully aware of the behaviour boundaries in place.

Inspection judgements

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

Children demonstrate they are keen and motivated learners during their play alongside the practitioners who promote their needs well. This is because the staff have a good understanding of the Early Years Foundation Stage, of how young children learn and their different styles of learning. Staff enable all children to make good developmental progress from their individual starting points through an effective balance of adult-planned and child-initiated activities. For example, staff help children to develop their mathematical skills by encouraging them to sort and match cards during a floor game, and to count and problem solve during small world construction play. When children access the specific mathematical area to complete number activities and puzzles, staff offer good challenge and encourage them to say one more than a given number. Staff teach children about simple concepts, such as 'empty' and 'full' during the well-planned activities. Staff also use some of these activities to target children who are assessed as below the expected levels in their speaking and language skills. They undertake 'Every child a talker' training and engage and motivate children well during small group language games. For example, they use signs and a flip chart with symbols to clearly explain the activity. They enthusiastically use objects in a bag and soft toy props to encourage children to talk and sing nursery rhymes, alongside doing the actions. This helps to develop children's early communication

and language skills well.

Each key person plans for their individual children and implements the planning during the session to ensure they effectively build on children's skills, knowledge and interests. For example, children who are ready are encouraged to make the letters of their name and sound them out at the play dough table. In addition, they feel, and talk about, the texture when they push rice and pasta into the dough which encourages them to experiment and discuss their findings. This is further extended as staff encourage them to recall the ingredients they used when they made the play dough in the kitchen earlier with a different member of staff. Children learning English as an additional language are well-supported by the bi-lingual staff and there is a good awareness across the team about how to be an inclusive setting. Staff often include children's home languages in the routine such as when they look at numerals and count during whole group time in Nepalese. Labels around the room are in dual languages and translated information for parents, makes it easier to engage with all families. Staff provide a range of activities in the outdoor area, which is used throughout the session. Children develop their physical skills, for example, by pedalling on a tricycle or using child-size construction tools. These include a hammer and screwdriver used with wooden shape blocks and tree trunks. In addition, staff teach children about the world around them as they plant bulbs, flowers and cress, and collect items for the attractive nature table which is on display in the foyer. This means they develop children's understanding of the world effectively.

Staff complete written assessments of children's development each term, including the progress check for two-year-old children. This means that staff can quickly identify children who need extra support and devise an individual education plan with structured one-to-one teaching. This enables children to make progress. Overall, all children are developing well in their skills that will help them in the future.

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

Children are warmly welcomed on arrival by staff and quickly find their friends or independently choose a play activity. This shows that they are happy and settled. The key person system is well embedded because children relate well to their special person and often spontaneously give them a cuddle. The key person liaises closely with the child's family to promote their welfare and to discuss their learning needs. When achievements take place, such as in toilet training, the staff invite the child's family in to witness them gaining their special achievement award, and photographs are taken of the proud moment. Children show they feel emotionally secure through their positive interactions with the staff and the visitors. They know the routines well and confidently talk to the staff and others during routines such as snack time and lunchtime. Children behave well, are kind and considerate to their friends and talk about sharing. However, the strategies staff use to encourage children to fully engage in tidy up time and to learn the rules during whole group time are not consistently implemented. This means that sometimes staff tidy up around children and some children fiddle with their toys brought from home. Some children pick up a chair and sit on it, while others sit on the floor. Children demonstrate their safe behaviour and can take managed risks, for instance, when they build with

blocks. Staff allow them to stand on chairs to reach the higher parts of their large model. They clearly talk about, and encourage them to talk about, the possible consequences of what they are doing. As a result, children learn to take measured risks and play well together. However, on occasions, staff do not reinforce the rules about standing on chairs and this results in children not fully understanding the boundaries in place.

The staff work hard each morning to ensure that children have plenty of choice in the play activities and resources available to them. Most toys and equipment are stored in low-level units, and are selected and rotated from the large store cupboard. Children's artwork and a variety of print are on display in dual languages to reflect the local community. An effective 'We are the children, we are the world' display with photographs of the children and families shows how inclusive the pre-school is. This also reinforces children's understanding of the world around them. Overall, the provider makes effective use of the available rooms within the community building. Children show good independence skills during snack and mealtimes and in their personal care routines. They learn about having a healthy lifestyle as they enjoy fruit and cereal for snack and can access their water bottles at the drinking station. Children's food allergies are taken into account by the staff who are aware of each child's individual needs. Children can choose to play outside daily and enjoy activities that develop good physical skills. For example, when they have access to the larger room at the latter part of the morning they spontaneously and independently play 'Duck duck goose' without any staff input. This shows how collaboratively they can work together and how much they enjoy the freedom of space to take part in physical games of their choosing.

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

This inspection was carried out following a recent Ofsted investigation visit, after Ofsted received a notification about a child from the provider. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of a significant event. The provider stated they had to implement their missing child procedure after a child left the premises unsupervised. Ofsted sent the provider a notice to improve. The manager/provider fully understands her responsibilities to meet the safeguarding and welfare requirements and arrangements for safeguarding children are now robust. She has rigorously addressed, in full, the action to ensure children cannot leave the premises unsupervised and are kept safe during arrival and departure times. Ratios are correct and staff are deployed well. In addition, staff have tightened up on their procedures to record children's hours of attendance. They record their arrival and departure times, individually, on three different registers. These reflect whether they are children who attend in the morning, afternoon or flexibly. Regular and effective risk assessments are used to create a safe place for children to learn and develop. Staff fully understand the procedure to take in order to safeguard children welfare. All staff have completed child protection training. Robust recruitment procedures are followed to help ensure all staff are suitable for their role. A good induction system enables new staff to become familiar with their roles and responsibilities. The manager/provider, who is well qualified, mentors and coaches less experienced staff to

help them develop their practice, to ensure children's progress is consistently good. The manager completes regular staff supervisions, peer observations and appraisals on staff to identify any training needs and to celebrate their achievements. The team demonstrates a strong commitment to continuous improvement.

Self-evaluation is accurate, and includes the views of parents and children. Staff regularly attend training events, such as courses for supporting two-year-old children. They make best use of what they learn to provide good learning opportunities for children, within the constraints of the community building. For example, they developed a cosy sensory area for the two-year-old children. A well-targeted action plan is informed by continuous reflection of practice, regular training, regular audits, and a desire to be an outstanding provider. Staff liaise well with other professionals and agencies to support children with special educational needs and /or disabilities such as Portage workers. The pre-school has links with the school and as a result, there is a good exchange of information between the school and pre-school about children's individual needs. The manager and staff have developed strong partnerships with parents who report very positively about the pre-school. The staff involve parents fully in their children's learning by keeping them well informed of their progress and next steps. Attractive displays such as 'Top tips for talking' are available for parents to view. Home links through the care of the pet hamster, share a book scheme and 'Elly the elephant' are very successful in creating a joined approach to promoting children's learning.

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	EY464724
Local authority	Hampshire
Inspection number	956656
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	40
Name of provider	Deux Chat Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07786 084220

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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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