

Deux Chats Pre-School Limited

St. Augustine's Church Hall, Holly Road, ALDERSHOT, Hampshire, GU12 4SE

Inspection date

Previous inspection date

12/05/2014

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

- Staff have effective systems in place to plan interesting and challenging activities around children's needs and next steps so every child makes consistently good progress in their learning and development.
- Senior staff are quick to identify children who are making more or less progress than expected and adjust education programmes to meet their individual needs.
- Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.
- Strong partnerships with parents enhance children's care, well-being and learning across home and pre-school.
- The manager ensures children are socially, emotionally and academically well-prepared for school.

It is not yet outstanding because

- Staff do not consistently model appropriate ways for children to ask for help or assert their needs politely, particularly at snack time.
- Systems for performance management and supervision are not always clear or effective in guiding all staff to develop their skills.

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 a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a series of short joint observations with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Deux Chats Pre-school is a privately owned group which registered in 1998. It re-registered in 2013 as Deux Chats Pre-school Ltd and is one of two settings owned by a partnership. The pre-school is registered on the Early Year Register. The pre-school operates from three rooms within the premises of St Augustine's church hall in the north town area of Aldershot. There are toilet and kitchen facilities and children have access to an enclosed outside play area. The pre-school opens five days a week during term time. Sessions run from 9am to 12pm each day, with afternoon sessions from 12pm to 3pm Monday to Thursday. Children may attend for a variety of sessions. There are currently 57 children on roll, all of whom are in the early years age range. Children who attend the pre-school come from the local community. The pre-school receive funding for early education for two, three and four-year-olds. They support children who speak English as an additional language and those who have special educational needs and/or disabilities. The pre-school manager/owner employs nine staff to work with the children on a daily basis. The manager has Qualified Teacher Status and six members of staff hold relevant early years qualifications at level 3. The pre-school has links with local infant schools in the area and receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of snack times in the kitchen, to support children's growing independence, courtesy and communication skills
- strengthen arrangements for performance management and supervision by sharing more clearly identified expectations for staff, within an agreed and realistic timeframe.

Inspection judgements

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

Children make good progress in their learning and development in this caring and exciting pre-school. The manager and senior members of her team have worked together for many years. Consequently, their ideas, resources, and enthusiasm pack the pre-school and promote children's interests across all areas of learning and development. Staff skilfully balance clear routines and adult-directed learning with free choice and movement across the pre-school. For example, children begin the day with an adult-led circle time session. The clear adult-framed routine includes taking the register, counting the number of children present, locating the date, and discussing the day of the week and initial sounds.

In addition to providing the security of routine, staff use this time to prepare children for their forthcoming moves to school. Children show they can listen attentively, follow conversations in a group, match numbers and count to 20. They play with letter sounds and shapes, and take pride in linking these to their names. Children then have plenty of time for uninterrupted play and exploration across a wide range of areas designed to capture their imaginations.

Attentive staff, observe children as they immerse themselves in discovery and investigation with water, sand, pretend cookery and planting. Children have time to explore, make their own decisions, solve problems, and learn skills through self-initiated play. Staff choose carefully when to step in to help children achieve what they cannot do by themselves. They shape questions and prompts thoughtfully so they encourage children to review what does or does not work and try another strategy. Children learn to make predictions, test out ideas, and change strategies, as needed. As they do so, they become more skilled in the process of effective learning rather than the accuracy of the product. For example, when playing with large blocks children concentrate intently on how to balance each addition to their construction so that it remains stable as it grows. Staff model new language to help children better describe balance and positioning. Children take pride in creating something amazing and have new skills to underpin their future learning.

Children's learning journals clearly illustrate the broad range of topics and interests staff have introduced over the year. With this secure base of knowledge and experience, staff stretch children's understanding to the properties of materials such as wood, plastic and metal. Children begin examining their familiar environment in a completely different way. Children search their role-play tool kit and debate with each other about the parts of a real hammer that are wooden or metal. They make links with previous experiences when they have used small metal hammers with wooden handles to drive pins into boards. The search continues as children hunt for more everyday items made from metal. They pool their ideas together compare appearances, weights and properties to evaluate whether or not items are metallic.

Each child's key person observes and records children's progress and interest on a routine basis. Staff then use these observations to identify next steps in children's learning and plan more challenging activities to meet these goals. For example, staff plan their regular cooking activities to extend a particular group of children's interests in metal. They plan to cook cakes in tins and compare how metal and wooden spoons conduct heat. With younger children, staff focus on different goals suitable to challenge their learning, such as measuring ingredients or stirring 'round and round'. Routine assessment of children's skills leads staff to plan activities that challenge all children and move them forward in their learning.

Staff work well with parents and are highly accountable in keeping them informed of their children's progress. Parents may take home their children's learning journals at any time. They clearly illustrate the broad range of children's activities, their individual achievements, and ideas for future learning. Clear summaries of progress over time highlight the rate of children's progress, any gaps in their learning and areas where they excel and need further stimulation. As a result, staff quickly identify when children require

more help or a new teaching strategy. Parents and carers commend the manager in particular for her dedicated support for children and their families as they unravel learning difficulties and secure specialist guidance. Staff work effectively with speech and language therapists and implement guidance from visiting advisor teachers. They liaise with the nearby children's centre and have a wide network of local expertise they draw upon to support families. Most children who need to receive additional interventions do so due to the diligent commitment of the manager and good partnerships with parents.

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

On entry, children soon relax, fit with the flow of everyday routines, and develop strong relationships with the sensitive and thoughtful staff that care for them. Parents are content to leave children as they know staff gather all information possible to help tailor care to their individual needs. Children's behaviour indicates they feel safe, secure and at ease in the presence of the pre-school staff. There is a strong focus on developing children's personal, social, and emotional development across the setting and sharing effective strategies for developing positive behaviour at home. In addition to being a qualified teacher, the pre-school manager is also a qualified community nurse and a trained Portage home tutor. Parents comment that they find her knowledge and careful guidance invaluable. Effective strategies for managing behaviour, sleeping and eating patterns, therefore result in children who are ready for a day of play and learning.

Children's behaviour across the pre-school is generally very good indeed. Staff work consistently to establish clear boundaries so children know what to expect and how to behave. The pre-school is also a pilot centre for the implementation of a project which includes using puppets to illustrate social stories that appeal to children. Staff teach groups of children from across the pre-school about understanding their feelings and emotions and how to manage them in a positive way. Within the small group time, this programme appears to be effective in helping children think about their behaviour and relationships with their peers. Children begin to identify ways they can handle situations well. Application of such techniques is less evident in other areas of the pre-school where children clearly assert their needs with little thought for each other or signs of teamwork. In these instances, staff sometimes miss opportunities to model appropriate ways for children to ask for help or assert their needs politely. For example, at snack time children sit around the table well, but they have little role in the preparation, sharing out or tidying away of the snack. Instead of taking an active part in the process, children are reliant on busy staff. This results in children demanding rather than requesting help in a courteous manner or thinking about sharing plates, cutlery, or fruit with each other.

Staff are highly attentive when monitoring children's movements around the building. The main pre-school playroom provides the hub of activity where children freely choose their own activities in a highly stimulating learning environment. The back door leads to a contained outdoor play area. Again, staff ensure this is rich in resources and opportunities to stretch children's imaginations. Each year children create a themed garden. They grow flowers and vegetables from seeds and small plants and enter a local garden competition. Staff link these projects with topic themes and celebrations. Children learn to take

responsibility for nurturing living things, including their pet rabbit. They also develop a better sense of how food is grown, what it looks like before it is prepared for meals, and why a balanced diet is important.

The pre-school also has use the large main hall for parts of the day. Staff teach children how to peddle tricycles and manoeuvre different wheeled toys through obstacle courses. Children gain an understanding of risk as they practise balancing on stilts and large apparatus. Staff also make good use of the hall when teaching children about world celebrations. Children practise and perform nativity plays for their families at Christmas time. Photographs also illustrate children making and working together to bring two golden, fiery dragon costumes to life as they explore the customs of Chinese New Year. An abundant range of dressing up costumes made it possible for all the children to participate and celebrate the rich diversity of Chinese art and design.

Children follow arrow trails indoors and while on treasure hunts in the neighbourhood. Always mindful of keeping children safe, staff use these opportunities to teach children road safety skills. Children learn to walk sensibly along the roads, crossing in specified places and listening for danger. Parents proudly show the large photo albums and displays which illustrate the many trips children make into their local community. Children also talk with excitement about their weekly outings to their 'nature school'. Recordings of children's views and activities link with each photograph. At a press of the button, children explain why frogspawn is different to toad spawn, what they found when pond dipping or when sheltering together in a tent. Staff work creatively to provide children with a very rich learning environment. Children discover new wonders within their own community as staff show them different ways of looking at their world. The pond is also adjacent to the local primary school many of the children will attend. This is just one of the many ways staff prepare children emotionally for their moves to school. Relationships with the local school and early years teaching staff are strong with clear practices in place, smoothing children's change to school.

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

The pre-school manager and her deputy have a good knowledge of the learning and development requirements of the Early Years Foundation Stage and implement them well. Despite years of experience and training, there is still a strong ethos to evaluate and improve practice across the pre-school. Staff join projects to guide improvements in the quality of education programmes across the pre-school. Staff also use an environment rating scale to identify and evaluate the standards of their resources and the quality of staff interactions with children. Having reflected on practice, they are not slow in implementing change. Staff are open to new approaches and keen to provide children with the best possible learning experiences. Children thrive in this strong learning environment.

Management and staff clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff routinely update their knowledge in safeguarding children helping them implement all measures to protect children appropriately. Weekly

staff meetings also keep welfare and safeguarding issues on the agenda. All mandatory documentation for the safe management of the pre-school is in place and is accurately maintained. For example, the pre-school keeps written records of accidents, injuries, and first aid treatment. All staff have recent certificates in first aid training. Good risk assessments exist across the pre-school, with daily checklists and including outings into the community. Staff and children practise fire evacuation drills frequently at the start of each half term until all children understand the procedure when the frequency of drills is reduced. Staff also have very clear procedures in place when other hall users are in the building. Parents are happy with the tight procedures staff insist upon to keep children as safe as possible.

The benefits of the manager's recent training in leadership and management skills are evident in improvements in areas of recruitment and induction procedures. Systems for performance management are not as clearly defined and tend to be very informal as the manager works so closely with the team. Consequently, systems to support staff development within the pre-school are less effective. Partnerships with external professionals are effective in supporting the individual needs of children with different starting points. The manager's skills as a qualified infant teacher help ensure that all children are well prepared for their next steps at school and elsewhere.

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	EY464723
Local authority	Hampshire
Inspection number	944133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	57
Name of provider	Deux Chat Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07818 434369

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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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