

Chesil Bank Pre-School

The Square, Strangways Village Hall, Abbotsbury, Weymouth, Dorset, DT3 4JR

Inspection date	10/06/2014
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress across all areas of learning and development as staff routinely identify, and challenge, children's next steps in their learning.
- All children make good progress in their personal, social and emotional development due to the consistently high expectations and levels of support offered by staff.
- The manager has a good understanding of her responsibility to ensure that the provision meets the requirements of the Early Years Foundation Stage, and have effective systems to monitor their implementation.
- Partnership working with parents is excellent in all aspects of care and learning.

It is not yet outstanding because

- Although children learn about some mathematical concepts there is a lack of opportunities and resources readily available to help reinforce their learning around length and measurements.

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 observed a wide range of activities inside and outside and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, health and safety and checked a selection of other policies.
- The inspector sampled children's records maintained by each key person and looked at the preschool's systems for planning, evaluating and sharing progress with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed responses to a parent questionnaires.
- The inspector met with the manager and reviewed practice with her.

Inspector

Marie Bain

Full report

Information about the setting

Chesil Bank Preschool opened in 1994. It operates from the village hall in Abbotsbury, Dorset. Children come from the local and surrounding areas. There are two rooms, kitchen and toilet facilities and an enclosed outdoor area. The preschool opens during term time, from 9.30am to 3.30pm, Tuesday to Thursday. It is managed by a committee of parents of children at the preschool and members of the local community. The preschool is registered on the Early Years Register and both parts of the Childcare Register. There are currently 20 children on roll in the early years age group. It receives funding for the provision of free early education for children aged two, three and four. The preschool employs seven permanent staff. Of these one member of staff holds Early Years Professional Status and one is qualified to degree level, and two staff hold qualifications in early years and childcare at level 2 and 3.

What the setting needs to do to improve further

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

- increase opportunities and resources for children to further develop their understanding of mathematical concepts, for example, by providing equipment to measure with.

Inspection judgements

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

Dedicated staff ensure children make good progress in their learning and development in this caring and happy preschool. Resources are extremely well organised and low-level storage encourages the children to choose and make independent choices from an extensive range of high quality resources that offer them exciting learning experiences. Children make good progress in their learning because they are interested by the activities that are prepared for them and ably supported by staff. The quality of teaching in this preschool is very good and encompasses a range of strategies and methods to ensure that children's individual learning styles are supported.

Children are keen to enter the preschool where they quickly engage in activities that spark their imaginations and/or sense of enquiry. Children head straight for the garden which is an excellent learning environment with a lovely range of resources and activities. Some children immerse themselves in sand play where they make 'pancakes' using the frying pan and sieve to sprinkle 'icing sugar' on the top of their pancakes. Through effectively open-ended questioning staff enhance this activity by helping children think about what they are doing, introducing new words and problem solving. Children choose to be creative using the chalks or drawing materials while others climb up the ramp to the

decking platform to play with the puppets or make a home in the play house. Staff teach the children about the natural world by showing them how to plant flowers and shrubs in the tires and planters. There is a beautiful array of colourful plants, of different heights and shapes for the children to look at. Staff teach the children about different aspects of horticulture which helps them to develop an appreciation of the beauty of the natural world around them. However, there are no resources for children to learn how to measure the width, and height of the plants. As a result, children cannot further extend their understanding of mathematical concepts by taking measurements to reinforce their visual comparisons of the flowers heights and widths. Children have great fun in the garden as they peep in the planters and bushes to see the bugs living underneath. Staff then encourage them to use their magnifying glasses to see more clearly what the bugs look like. Children use the number and letter logs to practise counting and making simple words or simply using them to see how high they can build a tower. The garden has various displays of numbers and letters to help children become familiar with them during their everyday play. The shell and cutlery mobiles teach children about the changing effects of the wind. For example, through listening to the differing sounds they make as the wind blows.

Children have lots of fun riding around the garden on the cars and trikes. For example, on sports day they rode the vehicles to the field and raced around a circuit before taking part in sack races and ball games. Children learn about music and rhyme at a local musical maze. They thoroughly enjoy going to a local farm where they use the climbing nets and ball pits to develop their physical skills. Children enjoy feeding the lambs and walking them around the field. They also enjoy feeding the guinea pigs with carrots. Children frequently walk to the park, splashing in the puddles on the way and stopping to look at the woodland to learn about how it has grown and changed over time. In the park they explore a different range of apparatus which challenges their physical skills.

There are good systems in place for tracking children's progress across the preschool. Each child's key person works with parents to compile a learning journal that documents children's progress through the use of photographs and written observations. Observations of children at work and play are dated and linked with areas of learning. Staff reflect on children's skills and identify the next steps in their learning. Staff skilfully weave individual goals into their planning so that opportunities to challenge and extend children are provided within the next few days. Children's progress and next steps in learning are discussed with parents informally on a daily basis. Staff and parents also prepare progress checks for two-year-old children and reports to support moves to other settings, such as, school. Working together to share their knowledge of children's progress helps staff and parents quickly identify any delays or gaps in learning or development. Consequently, children make good progress during their time at the preschool and are ready for the next steps in their learning.

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

Staff's nurturing and attentive care helps children settle quickly and comfortably in to the preschool. New children joining the preschool soon relax, settle in and make new friends.

Children confidently approach staff for their help, guidance and conversation. This confidence stems from an effective key-person system, in which care is tailored to the specific needs of individual children and their families. Staff take care to establish all available information about each new child's starting point, their needs and preferences. Daily discussions help parents and staff work together to coordinate children's changing needs. The preschool provides an inclusive environment and implements a policy and procedures to promote equality of opportunity for all children in their care. Children's needs are effectively met, providing them with a secure base from which to explore their environment further and develop greater confidence.

Staff are deployed well, ensuring that children always have access to support and help. The staff are all positive role models. They speak calmly and patiently to each other and the children. Staff encourage children to learn to share, take turns and be kind to each other and they talk with them about feelings as they play. Observant staff are on hand to point out the merits of wearing an apron for painting, guide children in the potential risks of enthusiastic water play and model expected behaviour. As a result, children generally behave well and learn important messages about expected conduct in the busy environments. This all increases children's awareness of desirable behaviour. Children learn about safe behaviour, for example, through gentle reminders, opportunities to use tools in their play and by practising regular fire drills. The environment is attractive and generally well maintained, providing a safe and secure environment for children's care. All children have very good opportunities to develop their communication, language and literacy skills. For example, through the use of songs, labelling, displays, stories and circle time. At story time, staff use the 'story sacks' and 'the nursery rhyme box' to capture children's interest and focus their attention, which works beautifully, as they all sit, select and sing their favourite songs with enthusiasm. Children develop very good creative skills and enjoy exploring many textures during 'messy play', including shaving foam, painting and corn flour.

Children enjoy healthy snacks and regular drinks of water or milk provided by the preschool. If they stay for lunch they bring a packed lunch, which is stored appropriately to ensure it remains fresh. On a Thursday staff prepare a freshly cooked meal for the children if they wish to have it. The children help in the preparation of the food, using many of the vegetables they have grown at the allotment the preschool has nearby. Children are very proactive at the allotment, tending the plants using the little garden tools and helping to harvest the produce which is used for snacks. This helps children learn about food they eat, how it grows and provides good opportunities to explore the natural world. An awareness of a healthy lifestyle is encouraged as staff talk with children about healthy eating in their activities and at mealtimes. Children demonstrate an age appropriate awareness of good hygiene routines and staff encourage children to learn to take care of their personal needs effectively. The daily activities help to ensure children have ample opportunities to develop their physical skills in the fresh air and natural light as they play in the garden. The garden is well-stocked with apparatus to crawl through, climb over or negotiate. This helps to increase a sense of well-being and supports children's good health.

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

The management and staff have a good understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. The preschool is clean and there are good hygiene procedures in place. The staff rota and ratios system is effective and ensures that staff are deployed well to meet the needs of the children, and good adult-to-child ratios are maintained. Staff clearly understand how to safeguard children and implement their daily role with a secure understanding of how to keep children safe. Staff regularly update their training in safeguarding children and the subject is included on the agenda of every staff meeting. This keeps all staff clearly focused on making every effort to keep children safe and feeling secure at all times. All adults are vetted for suitability, visitors are monitored and levels of supervision are very good. Children's safety is maximised as the preschool carefully monitors accident records to look for any patterns or areas with potential hazards. Staff also regularly implement an effective risk assessment process, reviewing and amending this as needed. This allows children to play safely both indoors and outdoors, enjoy outings into the locality and move freely around all available space. As a result, children gain confidence and soon become used to making decisions about what they want to do. Staff work very effectively as a team with managers clearly identifying individual strengths and developing staff confidence in new areas of expertise. There are clear procedures for ensuring the suitability of those who work at the nursery and to ensure they remain fit to do so through a thorough system of induction training, appraisals and supervision. The preschool has clear and well-understood policy and procedures for assessing any risks to children's safety. Routine procedures for risk assessments for all rooms, outside areas and outings are regularly updated and completed. All mandatory documentation on the safe management of the preschool is in place and is accurately maintained.

The preschool understands the need to evaluate their practice. The manager is committed to raising standards in the preschool and is very receptive to making future improvements. Staff contribute their ideas through regular staff meetings. Parents' thoughts are sought through regular questionnaires, daily conversations, and they are invited to add comments in the suggestion book. Staff evaluate children's enjoyment of the preschool through observational analysis and simple questions during activities. All this information is used to formulate planning and inform a comprehensive self-evaluation document. The preschool has made improvements with regards to the recommendation made at the last inspection. As a result, the standard of care and education of these young children has improved significantly.

Outstanding partnerships are established with parents/carers and other professionals, ensuring children's individual needs are consistently recognised and met. Parents have regular opportunities to discuss their children's progress and are encouraged to play an active role in their children's learning and development. For example, they add their children's 'WOW' moments and achievements into their learning journals. They borrow activity packs to help develop, build upon or enhance their children's learning at home. These comprise of thread games, story books and puppets and play dough recipe ideas. Parents are kept fully informed and included in the preschool through the provision of

detailed displayed, informative notice boards, and excellent ongoing communication with staff. The parent rota is well subscribed and allows parents to see first-hand what life is like at this nurturing and happy preschool. All parents spoken to at the inspection were extremely complimentary about the preschool. Staff develop very good links with local schools and travel some distance to the schools further afield that child will be attending at the start of the new academic year. Reception teachers reciprocate by visiting the children at the preschool so that they can speak to the staff, discuss children's developmental progress and see the children in their familiar environment. This supports a consistent approach to children's learning in the future and prepares them for the move on to school. Staff have very good relationships with other professionals involved in children's care. This includes, health visitors, educational psychologist and staff from the children's centre. These unions signify cohesive methods to ensure the individual needs of each child are met.

Good partnerships with neighbours in the local community promote equality, diversity, tolerance and understanding. For example, the local vicar welcomed children and their parents in to the church to celebrate harvest festival. Children fill boxes with food to donate to the local charities. The children also benefit from visitors to the preschool. One parent and grandparent brought a ferret and chicken in the preschool so that the children could learn about these animals. The children frequently walk through the village to look at and learn about the local shops. They stop on the way and buy produce from the bakers and butchers for snack time. In celebration of Chinese New Year the children had a meal at a local Chinese restaurant and tasted a variety of different dishes. These links with the community help to place children firmly in their own world and extend their understanding of the people and community around them. Children blossom due to the caring nature of all those around them and some lovely experiences staff create to enhance their lives and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY271243
Local authority	Dorset
Inspection number	843554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	20
Name of provider	Chesil Bank Pre-School Committee
Date of previous inspection	01/03/2011
Telephone number	01305 871932

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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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