

Chawton Pre-School

Chawton Village Hall, Chawton, Alton, Hampshire, GU34 1SB

Inspection date	09/06/2014
Previous inspection date	09/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 organise the environment well to provide children with space that allows them to move around and play safely.
- Teaching is good and this results in children making continual progress with their learning in all areas.
- Partnerships with parents are good. Children benefit significantly from the positive communication channels between their main carers, which promotes a joined-up approach to meeting their individual needs.
- Children's behaviour is very good. Staff act as positive role models and children follow their lead in being kind and considerate towards one another.
- The leadership and management team work effectively together to drive improvements that benefit all children attending.

It is not yet outstanding because

- Staff do not make full use of all opportunities to promote children's early literacy skills.
- Children have access to resources to develop their understanding of other people and communities but there are no positive images of diversity on display to further enhance their awareness of differences within the wider world.

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 children's play and learning inside and outside.
- The inspector discussed leadership and management with the manager and a committee member.
- The inspector sampled documentation, including children's learning records.
- The inspector invited the manager to carry out a joint observation.
- The inspector spoke to children, parents and staff.

Inspector

Cathy Hill

Full report

Information about the setting

Chawton Pre-School registered in 1992 and is run by a voluntary management committee, made up of parents of children at the pre-school. It operates from Chawton Village Hall and children have access to an enclosed outdoor area. There are currently 22 children from two-years to under five years on roll. The setting is in receipt of funding for the provision of free early education for children aged three and four. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school operates during term time and is open on a Monday and Tuesday between 9.00am and 3.00pm, on a Wednesday between 12 noon and 3.00pm, on a Thursday between 9.00am and 12 noon and on Friday between 9.00am and 1.00pm. The pre-school employs four members of staff. The manager has an early years qualification at level 4 and two staff members have childcare qualifications at level 3. The setting 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:

- maximise children's opportunities to learn about words and print, for example, through the use of key word labels outside and in the role play area
- increase children's awareness of diversity through displays of positive images of people with diverse characteristics.

Inspection judgements

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

Staff have a good knowledge of how children learn and skilfully use a range of teaching strategies to support children in successfully developing their all-round skills. Children make good progress with their learning. They show a strong motivation to learn as they actively take part in a broad range of activities that they find interesting and stimulating. Since the previous inspection staff have significantly improved systems for gathering detailed information from parents about children, their interests and starting points. This together with improved systems for observation, assessment and planning enables staff to plan effectively for each child's individual learning needs. Staff keep parents involved with their child's learning by sharing regular information about activities. Planning is on display within the pre-school and recently introduced parent consultation meetings provide them with opportunities to review and discuss their child's development with their key person. Parents also have access to their children's individual learning folders, which are on display, and receive weekly updates online about activities. Staff complete the written

progress check for two-year-old children, as required. They also complete regular progress summary sheets for all children showing their development in all areas and next steps in learning.

Children are confident, independent learners, eager to share their knowledge. They sit sensibly together at registration and staff encourage them to count the number of children present. They count to 13 and show they are observant as they immediately know that only two children are boys. Children are quick to perform a simple calculation, realising that this means there are 11 girls present. Staff use the opportunity well to reinforce children's awareness of numbers as they encourage them to point out on the number chart the counted numbers. Outside, staff model handwriting as they write children's names on a chalkboard. This inspires children to want to try themselves and they proudly say, 'I can write my name', as they do so with clear, recognisable letters. Children have fun developing and reinforcing their knowledge of letter/sound links. They enthusiastically dig to find wooden letters hidden in the sand tray. Children correctly say the letter sound they find and spontaneously link it to a word with the same initial letter sound, for example 'm' for mummy. Noting their interest in the activity staff challenge children to find the letters their own name starts with. This prompts energetic digging as children search until they achieve their aim. Children's communication skills are good and conversation flows freely between children and staff. They have access to a variety of books and labels on resources help develop their awareness of print carrying meaning. However, there are no key word labels in the role-play area or outside to maximise their opportunities to learn about words.

Staff are very calm and create a positive, supportive learning environment in which all children are valued and able to learn at their own pace. They recognise when to support children and when to step back and allow independent exploration and learning. For example, children take ownership of their physical development as they practise walking balancing a wooden beater on their chest. They understand they have to lean slightly back to succeed. Children then turn to play with a ball attached by string to a hand held cup. They show good hand-eye coordination as they persevere at swinging the ball back and forth to finally swing the ball up into the cup. Staff allow other children to try but, noticing their frustration, gently step in to demonstrate clearly the swinging method needed to succeed. Children use their imaginations well as they pretend the role-play area is a caf and they have customers to serve. They thoroughly enjoy developing their creative skills as they paint, make necklaces by threading beads and make collage pictures with different materials. Children learn about the natural wood through planting and growing produce in the outdoor area and on local outings to the woods, where they have been able to make dens. They show an understanding of the wider world as they look at a globe. Children point to the top of the globe and say, 'this is the north and it's the pole, but it's not really a pole'. Children play and learn very well together and show they are happy as they spontaneously sing, for example, while making pizzas and soup out of sand. They enjoy listening to stories read by staff and have fun joining in with the words and actions to familiar rhymes.

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

Good procedures are in place to successfully support children's start to pre-school life and their eventual move to mainstream education. Children have an assigned key person, but all staff develop good relationships with children and treat them all with equal concern and respect. Settling-in visits for children are flexible to meet their needs. Staff closely observe new children to enable them to make their first few weeks as comfortable as possible, with positive experiences of learning through play. Staff prepare children well for their move to school as they plan and support children's development in all areas so children become confident, independent learners. Children's behaviour is very good and they play amicably together, happily sharing resources and patiently taking turns, for example when playing picture lotto. Children relax and have a sense of belonging in the pre-school. They have their photograph/name card for registration, their own named drawers and they can see their work is valued as staff display it in the hall. Children have very positive relationships with one another. For example, two children walk hand in hand to have snack together. They politely ask if there is room at the snack table before noticing other children already washing their hands before sitting down. Children realise there will not be room for them both so happily and sensibly decide to go and play and return when there is more room.

Staff organise the environment well so children can move around and play safely. Children have access to a good variety of resources, which support their learning and progression of skills. Staff display children's work and educational posters depicting, for example, animals and musical instruments, to provide a stimulating environment for play. However, there are no positive images reflecting diversity on display to strengthen children's awareness of the wider world and of people with diverse characteristics. Staff develop children's understanding of safety through discussion as opportunities arise. Children handle tools, such as scissors, safely and with care. They take part in termly fire drills that enable them to reinforce and consolidate their understanding of how to keep themselves safe.

A detailed range of policies and procedures are in place to underpin pre-school practice in developing children's understanding of a healthy lifestyle. Children follow routine hygiene practices as they wash their hands after messy play, using the toilet and before eating. Parents provide fruit and children help staff prepare this for snack. Children thoroughly enjoy eating a healthy snack of blueberries, banana, apple, kiwi, grapes, orange and peas. They know that apple is better for them than cake because it is fruit and that they drink milk because it makes them strong. Staff explain how milk is good for their bones and children show an understanding of the human body as they laughingly say, 'if you have no bones then you wouldn't be able to walk'. Children have very good daily opportunities for exercise to develop their physical skills. A free-flow system to the outside enables them to choose and be independent about where they play.

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

Leadership and management of the pre-school is good and they have a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Robust recruitment procedures are effective in appointing suitable staff, who are all vetted to work with children. Staff performance is monitored through a newly implemented supervision and appraisal system and good procedures are in place to assess ongoing suitability. Staff are supported to continue with their professional development and a training plan is in place. All staff have attended safeguarding training and are secure with the procedures to follow with any concerns. The pre-school has a detailed safeguarding policy to underpin practice. Risk assessments are in place for the pre-school and outings taken with children. Staff undertake daily safety checks and keep the premises secure during sessions. They station themselves at the door during arrival and collection times to ensure the safe transfer of children into and out of the pre-school.

Staff work effectively in partnership with parents and others involved with children's care and education. Children benefit from these positive partnerships as it enables a united approach to meeting their individual needs. Relationships with parents are very good and they are very happy with the pre-school provision for their children. Since the previous inspection parents confirm that things have changed for the better and they can really see the difference. There is improved communication and information sharing about children. All parents who responded to a questionnaire for feedback about the pre-school stated that they feel their children are safe and well cared for and they feel comfortable approaching staff. Staff work well as a team to meet the learning and development requirements and all children have opportunities to learn while receiving sensitive support from staff. The manager closely monitors children's learning records and collates information tracking children's progress in all areas. This enables any gaps in learning to be easily identified and action taken to address them.

The new manager, committee and staff team have worked hard to make significant improvements to practice since their last inspection. All actions raised at the last inspection have been addressed successfully and there is an ongoing drive to continually improve outcomes for children. Practice is continually evaluated and the pre-school has a detailed development plan in place. A number of improvements have been made. For example, a new self-registration system was introduced for children to develop their independence and a drawer unit obtained for children to store their things. Policies and procedures have been reviewed, opening hours changed and children's learning records improved. Areas for future development include further analysis of children's development in the different learning areas and providing more opportunities for children to develop their literacy and mathematical skills. The pre-school would also like to develop their outside area further.

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

Unique reference number	109858
Local authority	Hampshire
Inspection number	965233
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	22
Name of provider	Circle Playgroup (Chawton) Committee
Date of previous inspection	09/12/2013
Telephone number	

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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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