

Chatburn Pre-School and Out of School Club

Chatburn C of E School, Sawley Road, CHATBURN, Clitheroe, Lancashire, BB7 4AS

Inspection date	18/07/2014
Previous inspection date	16/12/2011

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

- Staff have a good understanding of how children learn and as a result, teaching and learning are strong and children make good progress.
- Children enjoy their time at the pre-school where their individual needs are well met and valued, including those children with special educational needs and/or disabilities.
- Leadership and management are good. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met well. This means all children are fully included and have a positive attitude towards learning.

It is not yet outstanding because

- There is scope to further encourage children to practise their growing social skills, so that they are even more confident to move on to their next stage of learning.
- Opportunities are sometimes missed to encourage children to think about how to further promote their own safety.

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 activities and children at play throughout the session.
- The inspector spoke with children and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
The inspector looked at the self-evaluation processes, policies and procedures and
- ensured appropriate suitability checks are in place for the safe and efficient running of the pre-school.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Linda Shore

Full report

Information about the setting

Chatburn Pre-School and Out of School Club was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the lower ground floor of Chatburn Church of England Primary School in the Chatburn area of Lancashire, and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from three main rooms and a separate baby unit and there is an enclosed area available for outdoor play. The pre-school employs 14 members of childcare staff; all of whom hold appropriate early years qualifications at level 2 and above, including two staff with degrees in early years. The pre-school opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. The out of school club operates from 7.30am until 9am and from 3.30pm until 6pm during school term time and the holiday club opens from 7.30am until 5.30pm during school holidays. There are currently 103 children attending; of whom, 60 are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- make the most of all opportunities to promote children's social skills, for example, by sitting with children during meal times to ignite further interactions and conversation between children
- provide clear explanations for children to promote their understanding of their own safety and that of others. For instance, by drawing children's attention to ways to prevent minor accidents happening again.

Inspection judgements

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

Teaching is good overall across the pre-school. Staff have high expectations of the children. The management team and staff recognise that children learn through play and plan a range of exciting and challenging activities which appeal to children's interests and promote their learning. Staff exploit spontaneous teaching opportunities to extend children's good learning even further. They skilfully question and encourage children to think and reason, and give them time to respond fully. For example, as children count the number of shells on a card, the member of staff asks children to think about how many more they need. Staff use a combination of initial observations and information obtained from parents 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 cover all seven areas of learning in depth. The key persons use accurate observations and tracking of children's development to ensure that they are working well towards the early learning goals in their preparation for starting school. Staff complete the required progress check for children between the ages of two and three years and include in this the knowledge that parents share of their children's achievements. This ensures that any gaps or delays in children's learning are identified quickly and addressed early.

Story time outdoors is enjoyed by children individually or in small groups and according to children's age and stage of development. Staff use this time to effectively develop children's speech and build their confidence as they allow children to 'be the teacher' and read to the children and staff. Books are linked to children's current interests and experiences, such as a favourite book character. One such book is a favourite for some children who enjoy going off in smaller groups to read to each other. Staff send this book home with parents to continue children interest and promote the best learning for children. Babies develop useful skills for the future as they use push button toys to learn that their actions can cause things to happen. Children show increasing control of their body as they experiment with different ways of moving. For example, they balance on the rocks moving confidently around them. Children explore and investigate as staff encourage them to think and predict and then test out their own theories. They use their imagination as they play in the outdoor area, having a barbecue with their friends.

Children with special educational needs and/or disabilities are particularly well supported and quickly develop trusting relationships with their key person and 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 good systems are in place, which support them to be involved in their children's learning at home and at the pre-school. For example, parents are invited to parents' evenings to discuss children's progress and to share ideas to support children's ongoing development. This builds continuity of care and learning, helping children develop the lifelong skills they need to be well prepared for the move on to school and beyond.

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 the pre-school. They form secure attachments to staff who work hard to provide a nurturing environment and relationships so children can feel secure to underpin their learning. 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 children's positive, emotional well-being. Parents are provided with valuable information about their individual key person and the role the key person plays in their child's learning journey. Staff gather a good range of useful information from parents about their children before they start and during the initial weeks. This enables them to get to know children

and their families at the start of the placement. As a result, children make smooth moves between home and the pre-school.

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 what is 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. Hygiene is generally good throughout the pre-school and children play and learn in a clean and safe environment. Children develop self-care skills as they begin to manage their own personal needs. Children are well nourished because they enjoy healthy snacks where they select fruits and decide what they would like to eat. Meals are freshly prepared on site in the school kitchen and children have opportunities to practise their growing self-care and independence skills, because they make choices about their meals and carry their own tray from the school server hatch to the table, serving their own salad along the way. Children all sit together and enjoy meal times, however, there is room to make even better use of these routines to help children practise their social skills. For example, by staff sitting at the table with children at meal times, in order to model good social and communication skills. Children's good health and their understanding of the importance of a healthy lifestyle are promoted as they go outside 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.

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, for example, when reminded to walk when they are inside and negotiating the stairs to the dinner hall safely. Children learn to assess risks and respond appropriately in an emergency. For instance, they practise the emergency evacuation routine regularly, which is conducted along with the host school. However, sometimes staff do not take every opportunity for children to learn how to promote their own safety. For example, by providing children with clear explanations about why minor accidents are happening, such as children getting their feet tangled in the rear axle of the tricycle, and helping them to avoid a repeat. The stimulating, indoor environment is welcoming for children, with resources easily accessible providing them with opportunities to select their play activities. This promotes their confidence in making decisions and means they sustain their play activities for a period of time. This all contributes well to children being prepared for their next stage of learning. Effective links with the local schools and visits from teachers eases the move when the time comes.

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

The management team is fully aware of the procedures to follow and who to notify in the event of a safeguarding concern. They also take prompt and effective action in response to any incident to ensure all staff receive the skills and training they need to keep children safe. Staff demonstrate they recognise and understand the signs and symptoms of abuse and are confident to make immediate reports if they have concerns about a child

or a colleague's practice. All necessary safeguarding procedures are followed by staff and the documentation is in place, understood and completed to protect children's welfare. For example, accident records clearly detail the incident, injury and the treatment carried out before being shared with and signed by parents. Minor injuries and illnesses are managed very well by staff, who hold relevant first-aid certificates. Safe recruitment procedures are followed and staff undergo a thorough induction and all have updated Disclosure and Barring Service checks. As a result, children are cared for by qualified and suitable staff. The management team has a thorough knowledge of the procedures to follow in the event of an allegation against a member of staff. 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 and help to protect children's welfare.

The management and staff are committed to improving the quality of the provision and responded quickly and effectively to the recommendations raised at the last inspection. As a result, children benefit from consistently good teaching and a range of challenging and motivating learning experiences. The manager monitors children's learning and development files to ensure they are accurate, up to date and are being effectively used to assess children's progress. She has introduced appraisals and supervisions for all staff to identify staff's individual training needs. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting. This all contributes to the plans to continually improve the experience for children.

Partnership working with parents and other professionals is 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. This means parents are well informed about the welfare, learning and development needs of the children. Parents are complimentary about the pre-school staff and refer to their friendliness and the fact they provide support and guidance for the family to even further promote children's learning and well-being. Staff communicate well with other professionals to ensure any special educational needs are met. As a result of these strong partnerships, children benefit from a consistent approach that meets their many varied needs 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

Unique reference number	309266
Local authority	Lancashire
Inspection number	876838
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	103
Name of provider	Judith Smalley and Helen Stratton Partnership
Date of previous inspection	16/12/2011
Telephone number	01200 441 779

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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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