

# Chaddlewood Pre-School and Woodies Out of School Club

Hemerdon Heights, Plympton, Plymouth, Devon, PL7 2EU

<b>Inspection date</b>	08/10/2014
Previous inspection date	09/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff support children extremely well to become confident individuals who are happy and highly motivated to engage in all activities.
- Staff are very attentive to children's needs and role model respectful behaviour towards each other and children. As a result, children learn to interact with others in a positive manner.
- Staff build excellent relationships with parents and other professionals. They work together to devise and implement strategies that help all children to make good progress.
- The management is strong and well-focussed. They have high expectations of themselves and strive to ensure they continually meet children's changing needs.
- Management have high expectations for staff's continuous professional development. This enables them to provide outstanding and innovative learning experiences for all children.

## **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 engaged in activities indoors and outside both buildings.
- The inspector sought the views of parents through conversation and summaries of annual questionnaires.
- The inspector conducted a joint observation of children engaged in an adult organised activity.
- The inspector held a meeting with the management team.
- The inspector sampled documentation relevant to children's learning and development.

## **Inspector**

Tristine Hardwick

## Full report

### Information about the setting

Chaddlewood Pre-School registered in 1997 and operates from a bungalow and Portacabin in the grounds of Chaddlewood Primary School. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The pre-school is open each week day from 9am until 12pm and 12.45pm to 3.15pm during term time only. Additionally, a lunch club operates between 12pm and 12:45pm. The provider also runs Woodies, an out-of-school club, which operates term time only, Monday to Friday from 8am until 9am and 3.20pm until 6pm. There are currently 96 children on roll, in the early years age group. The pre-school receives funding to provide free early education places for children aged two, three and four years. A committee, comprising of parents and staff, manages the pre-school. Staff support children with special educational needs and those who speak English as an additional language.

The setting employs 18 members of staff. The majority hold an appropriate Level 3 qualification. A qualified teacher is also employed and the manager holds Early Years Professional Status. The pre-school is a member of 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:

- develop more interesting indoor spaces for children to cultivate friendships and explore independently.

### Inspection judgements

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

Staff provide a broad and varied range of interesting and highly imaginative activities to motivate and engage children very effectively and enable them to make significant progress. Staff work closely with parents from the outset to form strong relationships and gain information about their child's development, interests and personalities. They also gather basic routine information, which helps them to understand children's behaviour, such as when they are tired.

Staff regularly complete precise assessments of children's achievements, and record the information in individual learning journals. New plans are set in place to challenge children in interesting and innovative ways. For example, children play with real fruit as well as make believe and tinned fruit to learn everyday skills, such as shopping. Staff meet with parents termly to share children's progress or discuss areas of concerns, though parents are confident to speak to key persons or staff whenever they need to. This continues to develop the successful partnerships and enables staff and parents to work together to devise strategies that help children reach their potential. Furthermore, staff work with

parents to introduce the help and support of other specialist services, such as speech and language therapist or educational psychologist to support, if appropriate.

Staff are highly skilled and the quality of teaching is exemplary. Staff understand how children learn and carefully include rich learning opportunities into their everyday tasks. For example, staff recognise that some younger children do not like to get their hands dirty. During soft dough activities, they slowly introduce new textures, such as flour. This helps to prepare children for more complex activities such as finger painting or planting.

Staff follow children's lead as they choose activities. This encourages children to take control of their own learning and revisit tasks as they choose. Children fully engage in their activity choice and focus for extended periods. Staff follow their lead and participate to encourage learning, or stand back and enable independent learning. Staff extend familiar themes throughout the entire setting. For example, a baker's shop is available for older children during role-play. Children purchase bread and rolls, or choose picture cards with words to put into their baskets. This helps children to begin to understand that words have meaning, preparing them for formal learning at school.

Staff teach children simple mathematical concepts through relevant and meaningful play. They weigh porridge, pasta and puffed rice to learn what weighs more or less. Staff introduce mathematical language during the activities such as, heavy and light to help children understand the concept as they learn. During the inspection, children experimented during water play in a trough, to develop their scientific skills, by filling and emptying milk cartons. This activity developed well as older children worked cooperatively to achieve the same outcome. For example, one child held a pot while the other poured. Children are encouraged to develop their early writing skills because staff provide mark-making equipment in all areas of the pre-school, including outside. Children confidently use chalk or 'write stories' with felt tips on paper held by clipboards in the outdoor areas. This prepares them extremely well for formal learning at school.

There are highly successful strategies to engage families in their children's development, particularly in their communication and language. Staff find out what children do at home to help them to instigate conversations and discussion about things that are relevant to them. Staff provide all children with listening and language group sessions specifically focussed on improving children's communication. Children are eager to join in and, develop exceptional skills ready for their future learning.

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

Staff build solid relationships with children. They are extremely considerate towards children and support their emotional needs exceptionally well. As a result, children are content and happily take part in activities until they are no longer interested. This enables children to draw as much learning as possible and feel wholly satisfied with their choices, further supporting their sense of satisfaction by enabling them to explore their ideas independently.

Staff form strong partnerships with parents from the outset. As a result, children are

confident and secure good relationships with staff. This helps them to settle quickly and begin learning.

Staff are high-reflective and excellent role models. They carefully consider their own behaviour and actions, and how it affects children. They set a high standard that children copy. Consequently, children interact well with staff and each other, building essential skills necessary for school. Children learn to work together to complete tasks, demonstrating advanced cooperative skills. Staff encourage children to become highly confident. They form strong friendships and play well together. For example, children sit together in the outdoor area and write stories that they make up together. However, there are few cosy areas which provide opportunities for children to develop smaller friendship groups indoors.

Staff help children to develop their physical skills extremely well. The outdoor areas are highly stimulating and enable children to exert their energy, beginning to develop a sense of healthy lifestyle. Children develop their larger muscles as they play and crawl on climbing frames. They develop their smaller muscles as by learning to take lids off boxes in the garden. Children gain greater control of their bodies as they learn to manoeuvre themselves across concrete, artificial grass and in the wild area covered with leaves and sticks. Children who prefer not to play outside are still encouraged to develop their physical skills indoors. They jump off blocks or climb inside them to hide from their friends, sometimes with support from staff.

Staff help children to become very independent from an early age. Consequently, children to pour their own milk at snack time and use the toilet and wash their hands independently. Staff teach children about a healthy lifestyle. Children enjoy fruit during snack time and can help themselves to water from a dispenser whenever they choose which prevents them from being thirsty. Furthermore, staff teach children to be considerate of the environment. Children spontaneously take peelings from snack time and put it into the compost bin.

Staff creatively help children to develop their communication skills. For example, as children learn to follow instructions, staff use a clock and explain when the blue marker disappears it is time to tidy away. Consequently, children tidy their resources with real enthusiasm and eagerness. at the appropriate time.

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

The manager and staff share a passion for promoting high quality early years education. They fully understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager leads her teams with dedication, enthusiasm and inspiration, which results in children making excellent progress, from their individual starting points. The management employ excellent systems to ensure they continually develop the pre-school to meet the changing needs of children. There is a well-documented drive amongst all staff to continually improve outcomes for children. For

example, precise assessment of children's progress enables them to help children achieve their full potential.

The manager monitors all children's progress regularly, and ensures that staff implement challenging activities. Staff share information about children's progress regularly with parents. This helps to strengthen relationships and enable a secure partnership approach to the child's care and education. Staff complete a detailed progress check for two-year-old children, which parents share with their health visitor to provide development and achievement information.

The manager has attended a safer recruitment course. She understands that only suitable adults care for children and follows robust and rigorous recruitment procedures to ensure that only suitable adults continue to care for children. Staff have all attended safeguarding training and refresh their knowledge as required so they follow current procedures should they identify a child at risk. There are robust safeguarding and child protection policies in place which staff understand and implement. The safety of children is of the utmost importance to the management and staff. All understand how to keep children safe during their time at the pre-school, which enables children to play freely without risk or harm. Staff ensure children do not come into contact with adults who are not suitable, because there are robust systems in place to ensure they are kept safe.

New staff receive a thorough induction process to familiarise them with the standards and high expectations of the pre-school, with particular attention to safeguarding and child protection. They receive professional supervisions and on-going support through their employment to ensure consistently strong practice. Management actively encourage staff to complete well-targeted training courses and share ideas that will be helpful to others, such as mathematical activities outdoors.

Management and staff regularly seek the views of parents to inform continuous improvements. Parents say that they feel comfortable to chat to staff if they have concerns and that 'staff are fantastic'.

Staff work closely with parents to help children's move to school. As a result, children settle quickly and engage well in their new environments. Staff seek support of others professionals as necessary. The local authority has provided communication training which has helped staff to support children to develop good language and communication skills.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	117177
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	973837
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Chaddlewood Pre-School Committee
<b>Date of previous inspection</b>	09/12/2008
<b>Telephone number</b>	01752 345838

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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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