

Guilden Sutton Pre-school

Guilden Sutton Village Hall, Summerfield Road, Guilden Sutton, CHESTER, Cheshire, CH3 7SW

Inspection date

05/11/2014

Previous inspection date

16/03/2010

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 warm interactions with children in this friendly pre-school. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- Staff have good teaching skills and a secure understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play and, consequently, all children make good progress.
- Positive partnerships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- The safeguarding of children is good because staff know the procedures to follow and a policy is in place, which underpins practice and is updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.

It is not yet outstanding because

- Children have fewer opportunities to access outdoor climbing and balancing equipment to fully extend their physical development.
- Partnership working with local schools is not yet fully embedded, in order to share strategies to effectively support children and their families during times of change.

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 talked to children and staff and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the pre-school.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Guilden Sutton Pre-School is managed by a voluntary management committee and was registered in 1985. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from the main hall and smaller room within the village hall, which is situated in Guilden Sutton, Chester. All children have access to an enclosed outdoor play area. The pre-school serves both the village and local areas. It operates during term time only on Tuesday, Thursday and Friday from 9am until 3pm and on Wednesday, from 9am until 12pm. There are currently 19 children on roll, all of whom are in the early years age range. Funding for early years education is in place for three and four-year-olds. Four staff are employed, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- enhance the good range of resources already available, for example, by providing a wider range of outdoor climbing and balancing opportunities, to enhance children's physical development
- enhance the already effective partnership with local schools, to focus more precisely on developing shared strategies to support and prepare children even further, as they move on to the next stage in their learning.

Inspection judgements

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

Teaching is good and consistent across the pre-school. This results in children making good progress across all areas of learning considering their starting points. Staff know children very well and thorough observations, focused assessments and regular tracking of children's development allows them to plan specifically for each child's needs. Baseline assessments of children's starting points are completed in discussion with parents. Consequently, staff effectively plan for children's continued progress and development towards the early learning goals. Children are successfully challenged and demonstrate the characteristics of effective learning. They are active and engaged, as the good quality teaching supports their play. Staff engage children in conversation and use early phonics to promote their good language skills. They skilfully question children to extend their thinking, as they sit with them and talk about what is taking place, for example, as children glue, stick materials and enjoy making rockets for bonfire night. Staff use these good opportunities for introducing counting, letters, shapes and naming colours with children to develop their understanding.

Staff provide good opportunities for all children to play outdoors, where they develop some physical skills. However, children have fewer opportunities to access outdoor climbing and balancing equipment, to fully extend their physical development. Children delight in blowing bubbles, mark making with paint brushes and running freely up and down the small hill. They enjoy riding wheeled toys as they learn to negotiate pathways. Indoors, children build and construct, as staff sensitively support individual children and build on each small success. Staff make good use of praise and, consequently, children are encouraged to try and willingly have a go at new activities. Children are inquisitive learners and they acquire good language and literacy skills. They listen to stories and engage in good quality conversations, as they begin to recognise the words which staff hold up at key points during the story. These story times are also used to develop younger children's speech and to help them begin to concentrate. For example, staff use props in the story and skilfully involve the youngest children at the beginning, to make sure they maintain their concentration throughout. For older children, stories are more complex and children show anticipation and are eager to join in. Children enjoy listening to stories and learn to sit alongside other children harmoniously. Their progress in the prime areas of learning means they have the key skills necessary for school. They enjoy painting, writing, drawing and chalking using a wide range of materials, as they develop those skills necessary for early writing. Through looking at books and viewing the written word, children are being supported with their early reading skills. At snack time, children's growing independence is fostered as they serve themselves. They successfully pour their own drinks and help themselves to fresh fruit and wraps.

Staff work well with parents to include them in their child's progress towards the early learning goals. Parents contribute to their children's assessment and agree the next steps for their development, so that staff can plan effectively for their children's continued good progress. Parents spoken to think all staff are very supportive and very caring. Parents are very well informed about the Early Years Foundation Stage because staff explain how activities support children's learning and they display relevant information for parents to read. This is reinforced as staff share children's assessment and individual planning with parents for them to contribute to and comment on. Children are making good progress towards the early learning goals and are well prepared for their future learning and move onto school. However, the already good partnership working with the local schools does not focus precisely on how to fully support children as they move to the next stage of learning. For examples, successful strategies to help children continue to develop are not always shared.

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

Children are content and confident at the pre-school. They happily engage with activities and staff offer encouragement through meaningful praise and support. Staff successfully meet the needs of each child and value them as individuals. There is a strong focus on developing children's personal and social skills. For example, staff ensure children settle into the pre-school by talking to parents during the settling-in process, to find out about children's likes and dislikes and incorporate this into their planning. Consequently, the staff make sure that they include children in all the available activities. When children show

they have different preferences, such as choosing not to go outside, staff sensitively support them in their chosen activity. As a result, children's emotional needs are very well met because staff have built secure, responsive attachments with them. The pre-school has to share the room with others and staff work hard to bring out equipment each day and provide a good range of resources and learning opportunities. Consequently, the pre-school is very well maintained and organised. The wide range of toys and resources cover all areas of learning and are attractively displayed or stored, so that children can independently access them. This helps children to become independent learners.

Children's behaviour is good because staff have a positive approach towards behaviour management. They calmly deal with any minor disagreements and act as good role models. They promote friendships between children by encouraging them to play alongside each other, take turns and to recognise the importance of sharing. Therefore, children are learning to respect and have empathy for the feelings of others. Staff remind children how to keep themselves safe, for example, by encouraging them not to run indoors. Children are provided with some opportunities to access fresh air and exercise in the shared outdoor play area. While outdoors, children run about, climb up the small hill, hide in the shrubs and ride bicycles. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, by climbing onto the tyres and jumping off with discrete levels of support from nearby staff.

Staff effectively promote healthy lifestyles. They provide healthy snacks of bananas, apples and wraps, with milk or water. Staff talk to children about the benefits of eating healthily. Children are encouraged to wash their hands at appropriate times during the day and staff sensitively support them as they visit the bathroom. Consequently, children are beginning to develop healthy habits and independently manage their self-care needs. They are developing the skills they will need when they go to school. Older children are supported to become emotionally ready for school. Staff work closely with teaching staff to support children through their move and talk enthusiastically to them about what to expect. Children become familiar with the school environment, as they regularly visit reception class and have lunch there several times. As a result, they are emotionally well prepared for their move to school.

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

Managers have a very good understanding of their responsibilities to ensure practice meets the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. They follow robust systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about safety, evacuation procedures and roles and responsibilities. Staff attend regular safeguarding training. As a result, they are very confident about identifying and reporting any child protection concerns, which they may have about children in their care. A very effective range of policies support their work and these are shared with parents when they start at the setting. Regular risk assessments are conducted to identify and remove hazards. Access doors are kept locked and there are audible systems to notify staff if anyone enters or leaves the room. All visitors are monitored. Accidents are accurately

recorded and shared with parents and staff follow well-developed procedures to ensure medication is administered safely. All staff have a current paediatric first-aid certificate. As a result, children are very well safeguarded at the setting.

The staff team is appropriately qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the acting manager, who regularly observes their practice and gives constructive feedback to help them to improve their teaching skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. For example, staff attended a course on how to improve the quality of practice they provide to children in their care. The manager monitors the educational programmes well to ensure children are making good progress. Furthermore, she has begun to track the children's learning, to identify groups of children who may not be achieving at the expected rate. This is helping the team to ensure suitable activities are planned and to evaluate their practice overall.

A variety of strategies are employed to engage parents. Staff share information on a daily basis about children's routines and the activities they participate in. Displays in the entrance areas inform parents about staff, snacks, the Early Years Foundation Stage and other useful information. Additionally, children take home a diary of their day at the pre-school. Parents spoken to during the inspection express their satisfaction with the pre-school, especially the way that their children are progressing and have settled in and made friends. Staff understand the importance of establishing good links with external agencies and other professionals, to ensure that children's individual needs are met through appropriate intervention and support. They also work closely with the local authority and the school's teaching staff, which further supports children's learning and promotes effective transitions.

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

Unique reference number	305080
Local authority	Cheshire West and Chester
Inspection number	876735
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	19
Name of provider	Guilden Sutton Pre-School Committee
Date of previous inspection	16/03/2010
Telephone number	07804362888

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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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