

Chirton Pips Pre-School

The Street, Chirton, Devizes, Wiltshire, SN10 3QS

Inspection date

26/11/2014

Previous inspection date

28/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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	1
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 enjoy a broad range of interesting and stimulating activities and experiences that support all areas of their learning and development.
- Knowledgeable and enthusiastic staff support children's learning very effectively so that children become active learners and make very good progress.
- Staff monitor children's progress accurately, which enables them to identify any children who need additional support promptly. Staff work in close partnership with other professionals to meet children's needs well.
- Staff work closely with parents and involve them fully in their children's learning, which contributes significantly to the good progress children make.
- Staff promote children's good health very well in a variety of innovative ways.

It is not yet outstanding because

- Staff do not make full use of the garden, by allowing children to play outside when they choose and by providing a rich variety of open-ended resources to encourage children further to think creatively and solve their own problems.
- Staff do not display books clearly, so children find it difficult to see and select books for themselves, which discourages some children from doing so.

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 staff and children and spoke with both, during indoor and outdoor play.
- The inspector held discussions with the manager and chairperson.
The inspector sampled documentation including children's records, policies, the pre-school's self-evaluation document, evidence of staff suitability and correspondence from outside agencies.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with several parents on the day and took their comments into consideration.

Inspector

Rachel Edwards

Full report

Information about the setting

Chirton Pips pre-school opened in September 2003. It is managed by a voluntary committee of parents and others. The pre-school operates from a mobile classroom within the grounds of Chirton Primary School that is situated in a rural village close to Devizes, Wiltshire. The pre-school is registered to provide care on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities. The pre-school has a playroom, toilets, a lobby and kitchen facilities. There is an enclosed outside play area and children may also use the school playing field. Staff take the children to nearby woods each week for additional outdoor play. There are currently 13 children aged from two to four years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school opens from Monday to Friday during school term time. The sessions are from 9 am to 1pm on Mondays, and from 9am to 3pm the rest of the week. Children attend for a variety of sessions. The pre-school employs five members of staff. The manager has a foundation degree in Early Childhood Studies, one member of staff holds a relevant qualification at level 4, two staff hold relevant qualifications at level 3 and there is an apprentice who is working towards a qualification.

What the setting needs to do to improve further

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

- enhance children's outdoor learning by providing more resources that can be moved and used in different ways, and encourage children further to find their own solutions to problems
- enhance the literacy programme by displaying books clearly so children can see and select them more easily.

Inspection judgements

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

Children flourish within the welcoming and vibrant environment of this small and friendly pre-school. Skilled staff provide a balanced programme of activities and experiences that support children's all-round development well. The staff and committee go the extra mile to plan additional experiences that make this an exciting place to learn. For instance, children enjoy the thrill of a night time enchanted walk or hatching chicks from eggs laid by the pre-school's own hens.

Staff accurately and regularly assess children's progress. They involve parents fully in the

process, sharing information to get a full picture of children's development and interests. Staff carefully observe and interact with children so they can plan and adapt activities to help each child achieve as well as they can. This means that all children, including those with special educational needs, make good progress in relation to their starting points. Staff recognise the vital role that parents play in their children's education. They involve them in their children's learning and hold occasional play days on Saturdays for fathers and working parents so that everyone can attend.

Staff have a thorough understanding of how to support children's learning. They regularly attend training to increase their knowledge and put this to good use to improve their already good teaching skills and children's achievements. Staff use information from the Every Child a Talker programme to create spaces where children like to talk. They have made a cosy corner in the garden, where children can snuggle up in wicker beds and chat to friends. They provide parents with 'talking tips' so they can encourage children's speaking skills at home. Staff encourage children to develop their own ideas and children especially enjoy using their imagination in pretend play. They incorporate themes from popular films and stories and staff encourage this by providing interesting props.

Children listen avidly as staff read favourite books. Staff inspire children's curiosity as they model an enquiring approach and ask questions, such as, 'I wonder why?' Children keenly discuss the story, debating what special powers they would like themselves. Staff have created a cosy book corner but they have too many books tightly packed into the storage unit. This means children cannot see the book covers and have difficulty pulling them out. This dissuades children from frequently looking at books on their own. Staff have, however, made enticing story bags with several related resources that children can borrow to take home. This encourages families to establish the valuable routine of reading together. Staff work closely with the host school as they develop children's early reading skills. They use the same programme to develop children's listening skills and introduce phonics. This gives children a head start as they move on to school and provides continuity in their learning.

Children thoroughly enjoy the wide range of interesting activities in the garden. There is plenty of room to run, play messily and be noisy if they choose. Children do not have free access to outdoor play throughout the session which does not benefit children who learn better outdoors. Children who are reluctant to draw and write indoors are happy to use big brushes and water to paint the walls. They dig with gusto and busily fetch water to mix with the mud. Staff play alongside gently guiding their play. Children use large plastic blocks to build outside. They are excited by the very tall towers they build. Staff introduce mathematical ideas as they count the bricks and compare the height. However, when children find they can no longer reach, staff continue building for them, placing bricks to stabilise the structure. Staff do not always encourage children to think how they could reach or make their construction stronger themselves. They do not have a wide selection of resources, such as planks and different shaped blocks to encourage children to find their own solutions to problems.

Staff create a very happy, purposeful environment, where all children are included in activities. Staff take special responsibility for small groups of children, which ensures they know individual children and their families exceptionally well. Staff are warm and attentive and show real affection towards the children. This helps children form extremely close emotional bonds with the adults who care for them so they settle very quickly. From this happy and secure base, children gain the confidence to explore their surroundings, share their thoughts and become highly independent.

Staff have a strong focus on developing children's personal and social skills. They help children learn to play cooperatively and be sensitive to the feelings of others. Every year, staff help the children decide their own 'golden rules' so they understand and take responsibility for what is acceptable behaviour. Children find mature and amicable solutions to minor disputes, such as suggesting using a sand timer to decide whose turn it is. Children behave exceptionally well. They learn to accept and value people who are different to themselves. They celebrate other cultures and languages. They have a visiting French teacher each week and relish using newly learnt French words in their play.

Staff make safeguarding children their priority. They maintain a safe environment and follow agreed procedures to help keep children safe. They also help children gain an exceptionally good awareness of how to keep themselves safe and healthy. Children enjoy sharing the responsibility to check the garden before going out. They note on their clipboard any problems, such as the broken playhouse door and declare it not safe to use. Children learn to assess risks, for example, when they are climbing or avoiding stinging nettles in the nearby woods, which they visit each week. The pre-school provides a rich and stimulating environment overall both in and outdoors. It is generally well resourced to support all areas of children's development very effectively.

Children learn a great deal about the importance of healthy diets. They choose which vegetables to grow and nurture their plants before harvesting and eating the produce. Together they made and enjoyed pumpkin soup. They help care for the pre-school chickens and take turns to take home an egg the chickens have laid or use them for baking. Staff held a healthy lifestyle week with many focussed activities. They enhanced children's understanding by arranging dance and exercise sessions, and visits from a dietician and a dentist. Staff offer welcome advice to parents whose children are reluctant eaters. Together they successfully encourage children to try new tastes and textures within a relaxed environment.

Staff prepare children exceptionally well for their move into school. The majority of children will attend the host school and the pre-school staff have forged close links with the school staff. Children regularly visit the school buildings, for example for physical education sessions. Children learn to change for PE. They visit the reception class and use the school toilets, to minimise their anxiety. Some young children find the older schoolchildren intimidating so pre-school staff invite them to play with the pre-school children. Children become highly independent, confident and sociable individuals who have the skills they need for their future learning.

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

The pre-school is well led and managed by the dedicated and enthusiastic manager. She has strong support from her staff team and the committee. They set and achieve high standards for themselves and the children.

Staff are well qualified and continually strive to improve their practice. They use their knowledge effectively to provide a stimulating and broad educational programme that helps children progress well in all areas. Staff recognise individual patterns in children's learning and foster these to help children make links and promote their brain development. They use very effective systems to monitor children's progress. Because of this, they quickly identify children with additional needs. Staff have established strong partnerships with external agencies and they are proactive in ensuring children receive the support they need to help close any gaps in learning.

The staff and committee members fully understand their responsibility to safeguard children. All the committee members complete online safeguarding training and staff attend further training. All staff are familiar with the detailed written procedures and they are confident about how to identify and report any concerns. The management team employs rigorous recruitment procedures to check that all staff are suitable to work with children. The staff work well as a team to ensure they supervise children closely both inside and out to help keep them safe. They have produced a volunteer pack that they give to all parents/community members who want to help in the pre-school. This gives them a clear understanding of what they are able to do in the pre-school and the safeguarding policy and procedures.

The manager motivates her staff to reflect on the quality of the pre-school and their practice. They have recently begun to observe and feedback on one another's teaching and all are willing to try new ideas as they strive to be the best they can. The management team holds staff appraisals, supervision meetings and regular discussions. This ensures that staff's training and continuing professional development are tailored to their individual needs and those of the pre-school. Staff share and discuss new information from training so that children benefit from improved staff skills. Staff listen to children and observe how they play to help identify areas for improvement. This recently led to staff and children developing a role-play caf outside the home corner to replace a poorly used area. Staff value parents' comments and welcome advice from the local authority early years team. The staff regularly attend network meetings and visit other early years settings to share good practice. The staff and committee effectively identify and address areas for improvement to ensure they continually improve. They have focussed plans in place for future improvements, such as, providing a covered outdoor play space so children can comfortably play outside in all weather.

The staff have established strong partnerships with parents. Staff keep parents very well informed of pre-school practices and their children's achievements. Parents speak very highly of the pre-school, in particular the individual support that staff give their children. Links with other settings, especially the host school are well established. These provide

continuity in children's learning and prepare children well for the next stage in their education. The pre-school staff work highly effectively with external agencies, such as paediatricians and the children's centre to ensure they meet children's needs.

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. 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	EY263789
Local authority	Wiltshire
Inspection number	986503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	13
Name of provider	Chirton Pips Pre-School Committee
Date of previous inspection	28/04/2010
Telephone number	01380 840684

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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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