

Chedzoy Pre-School

Morganians R.F.C, Chedzoy Lane, Bridgwater, Somerset, TA7 8QW



Inspection date

20 January 2015

Previous inspection date

10 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Staff support children well in making predictions and then finding out if they are correct through trial and error.
- The special educational needs coordinator has a good understanding of her responsibilities. She works effectively with outside agencies and supports staff effectively to ensure all children reach their full potential.
- Staff enable children to initiate their learning, make a positive contribution and extend their ideas. As a result, children are curious, are deeply involved and are keen to find solutions to their problems.
- Children gain independence because staff encourage them to take responsibility and manage age-appropriate tasks, which prepares them well for school.
- Staff carry out good risk assessments and through training they know how to safeguard children and protect their welfare.
- Children gain a good understanding of how to keep themselves safe and healthy.
- The provider and leaders have good systems to identify effective action plans that continually improve outcomes for children.

It is not yet outstanding because:

- Staff do not plan as varied an educational programme for the outdoor area as they do for indoors. This means they do not maximise opportunities for children who prefer to learn outdoors.
- Staff sometimes miss opportunities to extend children's awareness of the sounds different instruments make.

What the setting needs to do to improve further

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

- review the planning for outdoors to provide a greater variety of activities to support children's learning preferences further
- help children to explore and notice how they can change sounds of instruments to strengthen their development in expressive arts and design.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector carried out a joint observation with one of the managers.
- The inspector spoke to staff, parents and children present on the day of the inspection, and took account of the pre-school's self-evaluation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures and children's development records.

Inspector

Elaine Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff make regular observations of children's development, which enables them to plan effectively to challenge children and prepare them well for school. Staff use sign language and visual aids to help children in their language and communication skills. In addition, they teach older children new words to expand their vocabulary. Staff skilfully encourage children to have a go, so that they gain confidence in trying new skills. The youngest children used training scissors so they could develop techniques for cutting. They explore a wide range of resources and learn how to use various tools. Staff make good use of daily routines to broaden children's learning. Children count how many people are present and find the corresponding numerals. Children initiate their own learning and staff join in extending their ideas. Children join in with familiar action rhymes and explore how to play different instruments. Staff make suggestions, such as using a stick or their hands on a drum. However, staff miss opportunities sometimes to encourage children to notice the difference this makes to the sound.

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

Children feel secure with staff because most attend the parent and toddler group. This enables children to become familiar with the staff and environment before they start. Staff listen to children and value their opinions, which promotes children's sense of worth and well-being. Parents comment positively on how their children have improved their social skills. Staff warn children when the routine is going to change, which allows them to finish what they are doing. Staff organise the hall effectively, using low-level containers, which enables children to make independent choices. They plan for children to use both the indoor and outdoor environments everyday. Children remain at activities because staff make them fun and match them to the children's needs to challenge them further. However, the planning for outdoors is not as thorough, which means there is less variety.

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

The provider has a good understanding of their responsibilities and meets all the requirements of the Early Years Foundation Stage. Staff carry out daily risk assessments, checking all areas to provide a safe environment. Parents state that staff work well in partnership with other early years providers their children use. This provides a consistent approach to their learning. Parents share extensive information with staff so that they can work together to protect children's welfare and promote their development. Regular supervision by the leaders helps identify appropriate staff development and find better ways of working. This forms part of their self-evaluation, along with parents' questionnaires. The leaders monitor children's overall development and ensure they receive effective support. This helps to ensure all children make good progress.

Setting details

Unique reference number	EY268136
Local authority	Somerset
Inspection number	833317
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	25
Name of provider	Chedzoy Pre-School Committee
Date of previous inspection	10 May 2010
Telephone number	07989034180

Chedzoy Pre-School registered in 2003 and is managed by a committee of parents. It operates from the Morganians Rugby Club on the outskirts of Chedzoy, near Bridgwater, Somerset. The pre-school opens five mornings a week. It opens during term time only from 9am to 11.45am with the option to stay for lunch until 1.30pm. The group runs an afternoon session during the summer term according to demand, which finishes at 3pm. The pre-school also welcomes parents/carers and toddlers into the group on Monday and Thursday between 9.45am and 11.15am. The provider receives funding for the provision of free early education to children aged two, three and four years. There are seven members of staff. One of the leaders holds an early years degree. Five staff hold appropriate early years qualifications.

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