

Chipping Hill Pre-School

Bethel Christian Fellowship Hall, Church St, Witham, Essex, CM8 2JP



Inspection date

26 January 2015

Previous inspection date

20 March 2009

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

- Staff speak clearly at the children's level and use sign language to support them to be confident communicators. In addition, children have a range of opportunities to develop their literacy skills. As a result, children are well prepared for the move to school.
- Staff support children with special educational needs and/or disabilities well. They adapt the environment and regularly obtain resources, so all children are included in activities that are tailored to their individual learning needs.
- Staff support children well in learning about other people, different ways of life and to be tolerant of each other's differences. As a result, children are confident and sensitive of others feelings.
- Staff have formed strong partnerships with childminders, other early years settings and parents. They work closely with them to form assessments and plan for children's development together. As a result, children experience consistency in their learning and make good progress.

It is not yet outstanding because:

- Staff do not always maximise opportunities for children to develop their independence skills, such as laying the table, helping to tidy up and put on their own coats.
- Staff, on occasion, do not use all available opportunities to fully maximise children's learning about the resources they are using to further develop their creative and exploration skills.

What the setting needs to do to improve further

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

- extend the already good teaching, by supporting children to learn and discover more about the resources they are using, to further develop their creative and exploration skills
- enhance the already good opportunities children have to develop their independence skills, such as helping to lay the table and helping to tidy up resources.

Inspection activities

- The inspector observed activities in the main hall and the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and childminders spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Daniella Tyler

Inspection findings

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

Staff provide a varied range of imaginative and exciting activities for the children that cover the seven areas of learning well. They regularly observe children in their play and assess their progress. As a result, they plan activities that are tailored to children's individual learning needs. Staff are close by to support children in their learning. Children learn about the world around them through a range of different topics. For example, children learnt about buses and queuing during a recent activity about colours. However, on occasion staff do not use all available opportunities to fully extend children's learning about the resources they are using. For example, when children are gluing and painting their robot pictures, they become interested in mixing the coloured paints. Staff do not encourage the children to talk about the mixing of the colours and what may happen if they are mixed.

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

Children form warm, caring bonds with their key person, staff and each other. The environment is stimulating with easily accessible resources. Children gain confidence and develop self-esteem as they make choices in their play. Staff provide healthy snacks and drinks for the children that they can access throughout the session. They encourage children to take part in physical exercise, such as parachute games, riding scooters and dancing to music. When new children start, they are assigned another child as a buddy to show them around and engage them in activities. As a result, children settle well and are happy and confident to explore their surroundings. Children have some opportunities to develop their independence. They put on their own shoes and wash their own hands. However, staff do not use all available opportunities to extend children's independence skills, such as helping to lay the table, washing up their own bowls and tidying up resources.

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

The manager implements the safeguarding and welfare requirements well. She ensures that staff never change the children's nappies alone to ensure children and staff are protected. Risk assessments are thorough and regularly reviewed by the manager and staff so that children are kept safe. The manager oversees the educational programmes well. She regularly checks staffs' assessments of the children, to ensure they are accurate, so children receive timely support in their learning. Staff are provided with regular supervision to ensure they are supported in their practice. These identify areas where they need more training or support to improve the quality of care and education they are providing. Systems in place to develop and implement ideas for improvement are working well. Staff have formed positive relationships with parents. They regularly seek their views on the pre-school and parents comment that they are happy with the progress their children have made since attending.

Setting details

Unique reference number	EY332646
Local authority	Essex
Inspection number	862537
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	36
Name of provider	Chipping Hill Pre School Partnership
Date of previous inspection	20 March 2009
Telephone number	07905717611

Chipping Hill Pre-school was re-registered in the current premises in 2006 and is privately owned and managed. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level three. The preschool opens Mondays and Thursdays 9.15-11.45am and Tuesdays and Fridays 9.15am-2.15am term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

