

Chollerton Pre-School Limited



Chollerton First School, Barrasford, HEXHAM, Northumberland, NE48 4AA

Inspection date	4 February 2015
Previous inspection date	4 April 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 manager is a qualified teacher. She uses her knowledge very well to provide high quality learning experiences that are stimulating, challenging and meet children's individual learning needs. She shares this knowledge with her staff which develops a strong understanding about how young children learn and develop.
- Partnerships with the host school are excellent. Children are exceptionally well prepared emotionally when they move into their Reception year. This is because high-quality experiences are provided to introduce them to their new environment and key members of staff.
- Effective systems are in place to observe and assess children's learning. This gives staff knowledge about children's current stage of development, and enables them to plan appropriate activities to challenge them and extend their learning even further.
- Partnerships with parents are strong. Good arrangements are in place to keep them well informed about their child's learning, and they are encouraged to share and support their child's learning at home.
- Children are kept safe at all times. Daily risk assessments ensure the indoor and outdoor environments are safe for children to access.

It is not yet outstanding because:

- On occasions, some activities to help younger children learn about letters and sounds, exceed their experiences and level of understanding.
- Opportunities to support children's already good expressive language skills and talk for a wider range of purposes are not always maximised.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about letters and sounds, by always ensuring that activities take account of the children's prior learning experiences and level of understanding
- extend opportunities for children to talk for a wider range of purposes in order to enhance their expressive language skills, for example, by encouraging them to explain how they have made their models.

Inspection activities

- The inspector viewed all parts of the pre-school accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the main pre-school room and outdoor environment.
- The inspector carried out a meeting with the manager of the pre-school and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Nicola Jones

Inspection findings

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

Teaching is consistently good and some practice is outstanding. Where teaching is strong, staff make excellent use of action songs at circle time to highly motivate children. Children are very eager to join in and enjoy being physically active, as they learn new words and move their bodies to the songs. This helps children to make good progress in their learning and supports their readiness for school. Children are provided with many opportunities to learn about letter names and sounds. Staff make good use of routines, such as, snack time to encourage children to hear the initial sound of words. However, occasionally, some younger children are introduced to this activity before they are ready, which detracts from the purposefulness of it. Staff follow children's interests well and encourage them to use equipment, such as building bricks to make models. Children enjoy sharing their learning and develop confidence when they stand in front of other children and share their work. However, there is scope to enhance children's good expressive language skills even further by encouraging them to explain how they have made their models.

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

Staff provide high levels of care and ensure they spend time with each individual child. As a result, children are confident, motivated and show a willingness to explore and try new things out for themselves. Children are supported well when they first begin attending pre-school. Staff work closely with parents and successfully meet children's emotional and physical well-being. Children behave well throughout the session, including times when they access the school hall for lunch. Staff provide gentle reminders, if required, and children develop a strong awareness of behavioural expectations. A stimulating environment is provided indoors, and children have daily access to the school playground and field. Outdoors, they show a good awareness of safety when they build dens and take risks, such as walking across large branches and twigs.

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

The manager has a good understanding and implements the requirements of the Early Years Foundation Stage well. She maintains a good overview of the educational programmes and holds regular discussions with staff to ensure they reflect children's interests and stage of development. Assessments are monitored effectively and all staff are aware of children's stage in learning. Appropriate intervention is provided, if this is required and strategies to support children's individual needs are threaded into activities, when applicable. Well-established partnerships exist with external agencies, such as speech and language therapy services. The manager checks the quality of teaching and works alongside staff, regularly reviewing and sharing practice. This, in conjunction with good supervision arrangements and training, supports staff to improve their already good practice. Areas for further development are identified, through consultation with staff and parents and are used well to set targets and drive improvement.

Setting details

Unique reference number	EY403248
Local authority	Northumberland
Inspection number	850494
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	20
Name of provider	Chollerton Pre-School Limited
Date of previous inspection	4 April 2010
Telephone number	07974786486

Chollerton Pre-School Limited was registered in 1990 and is run by a management committee. It is situated within Chollerton First School, Barrasford, Hexham. The pre-school employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, including the manager who holds Qualified Teacher Status. The pre-school is open Monday to Friday, 9.30am to 12.30pm, in term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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