

Chelford Village Pre-School



Chelford C of E Primary School, Oak Road, Chelford, MACCLESFIELD, Cheshire, SK11 9AY

Inspection date

14 May 2015

Previous inspection date

26 March 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

- Staff organise a varied range of well-planned activities for children, which supports them to make good progress in their learning.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with adults.
- Children follow good hygiene routines. They enjoy healthy meals and snacks. Staff provide daily opportunities for children to play outdoors and to explore the wider, rural environment, which promotes their good health.
- The manager demonstrates a strong commitment to promoting a high-quality provision. She uses her teaching qualifications, and ongoing staff training, to ensure consistently good quality teaching. This has a good impact on the learning experiences offered to children.
- Staff are proactive in promoting positive behaviour, using praise and rewards effectively. As a result, children are considerate and caring towards others.
- Staff complete regular assessments of children's progress and effectively provide information to parents, to promote children's learning at home.
- Safeguarding is a priority for the whole team. They are particularly aware of the dangers of social media and technology and, subsequently, protect children effectively. They know the procedures to follow, should they have concerns about a child.

It is not yet outstanding because:

- Children who arrive at lunchtime do not benefit from the same high levels of support.

What the setting needs to do to improve further

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

- increase support for the younger children when they first arrive, so that they feel welcomed and secure.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, safeguarding policies, systems for assessment, evidence of the suitability of staff working in the provision and a range of other documentation.

Inspector

Patricia Pickens

Inspection findings

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

Staff provide a good range of activities to promote children's learning and development across the seven areas of learning. Children make choices in their play, through unlimited access to a wide range of resources, which helps them develop good independence. Children's knowledge and understanding of the world is enhanced during a water-play activity outdoors, when children's ideas of opening a car wash are listened to by staff. Staff designate an area for vehicles and children are excited to form a queue, taking turns to drive their vehicles into the car wash. They learn about the different conditions on the road, such as rain, mud and soil from the local farms. They discuss tyres and car parts as they busily wash, rinse and shine their vehicles. Staff make good use of the opportunity to talk to children and introduce new words. As a result, children are making good progress in their communication and language skills. Staff introduce mathematical concepts; for example, children discuss the price of a car wash and decide five pence is adequate. They collect the money from motorists and add up a total at the end of the day. Staff also consistently promote skills for counting and recognising numbers in daily routines, such as counting cutlery, cups and plates at mealtimes.

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

Children have positive relationships with adults, who praise them and provide consistent reassurance, promoting secure attachments. This develops most children's social skills and confidence. However, staff have not fully considered the support needed for younger children who join the session at midday. When children arrive at lunchtime, they are sometimes overwhelmed by the busy setting and do not always know how to join in lunchtime routines. Children have daily opportunities to be active and engage in physical play in the outdoor environment. They know exercise is good for them and builds up their appetite. Staff meet their individual dietary needs with healthy meals. Children have strong links to their community. During walks in the countryside, staff encourage children to learn about animals and how local farmers care for the environment. There are very strong links with the school and children benefit from opportunities to mix with older children, such as at harvest festivals. This helps them prepare for the move on to school.

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

The manager is a qualified teacher and has a secure knowledge of the learning and development requirements and how to keep children safe. Robust safeguarding procedures and regular reviews of risks in the environment keep children safe and secure. The manager works effectively in partnership with the committee, the school and parents in identifying areas for improvement. She keeps a close check on how children are doing in their learning, to ensure they make good progress. Parents are encouraged to be fully involved, using the pre-school's 'little star' initiative to support learning at home. All children, including those with special educational needs and/or disabilities, benefit from robust partnerships with outside agencies.

Setting details

Unique reference number	EY398808
Local authority	Cheshire East
Inspection number	859990
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	32
Name of provider	Chelford Village Pre-School Committee
Date of previous inspection	26 March 2010
Telephone number	01625861351

Chelford Village Pre-School was registered in 1999 and is committee run. The pre-school opens Monday to Friday from 9.15am until 3.15pm, term time only. There are nine members of staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The manager holds Qualified Teacher Status. The pre-school supports a number of children with special educational needs and/or disabilities.

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