

# Charlton with Cropthorne Pre-School



The Old School Room, Ryden Lane, Charlton, Pershore, Worcs, WR10 3LQ

<b>Inspection date</b>	20 May 2015
Previous inspection date	28 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff build on all of the children's individual needs, abilities and interests, to provide an exciting range of activities and experiences. As a result, children are making good progress through the next stages in their learning and are well prepared for starting school.
- Staff offer toddler sessions for young children and family members to attend. This works well in helping children to settle at the pre-school and for staff to really get to know them. Parents are also happy to help out in sessions and to do activities with the children in relation to their jobs or particular skills.
- Staff carry out regular safety checks of all areas and equipment and keep the premises secure. They are knowledgeable about the procedures to protect children from harm. Contact details for the Local Safeguarding Children Board are clearly on display and key policies are available for staff and parents to review.
- The enthusiastic and well-qualified staff and dedicated committee members fully understand their joint and individual roles and responsibilities. They work particularly well together to efficiently implement the requirements of the Early Years Foundation Stage and to meet the needs of all the children.

### It is not yet outstanding because:

- Children are not fully encouraged to develop their own ideas or solve problems, because staff do not always give them enough time to think and respond to questions.
- Staff have not yet carried out their really good ideas, about different ways to further enhance their own practice, in order to raise the quality of teaching and learning even higher.

## 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 thinking skills even further, by giving them more time to respond to staff's questioning
- build on the good quality of teaching, for example, by following up on ideas about how staff can learn from sharing best practice, and by checking that staff training is having a positive impact on children's progress.

### Inspection activities

- The inspector observed activities and interactions between staff and children in the pre-school room and the outside learning environment.
- The inspector sampled a range of information, including children's assessment records and planning documentation.
- The inspector checked the evidence of the suitability and qualifications of the staff working with the children, and looked at a range of policies, procedures and required documentation.
- The inspector conducted a joint observation of a group session with the pre-school manager.
- The inspector took account of the views of the parents and committee members spoken to on the day of inspection.

### Inspector

Lucy Showell

## Inspection findings

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

Staff organise the sessions particularly well, by providing activities which are suited to children's different ages and abilities. For example, older children are prepared for school, by sitting in small groups listening carefully to different sounds and linking these with letters. Younger children enjoy joining in with favourite stories or singing songs about the different objects that they choose from the basket. There are many exciting opportunities for children to lead their own learning. For example, they pretend to buy tomato plants from the role-play shop, and are very happy to plant them in the garden later in the day. Staff skilfully ask questions to challenge children and extend their learning. However, at times staff do not give children time to think things through before asking a different question, or providing a response for them. As a result, younger or quieter children are not fully encouraged to develop their own ideas and solve problems for themselves.

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

Key persons build close relationships with the children. Consistent routines help children to know what happens next. As a result, they are happy and settled. Children are polite, well behaved and cooperate really well together. For example, they help each other with tasks, such as washing their hands and laying the table ready for snack. The welcoming and well-resourced outdoor area inspires children to investigate, experiment and develop their own ideas. They often go on walks in the village and use the local Forest school most Fridays. This means that children benefit from plenty of fresh air and exercise, which effectively promotes a healthy lifestyle. Staff hold valuable review meetings with parents and other professionals, in order to enhance practice and provide consistent and complementary experiences for all children. As a result, each child's unique development and care needs are successfully supported by all those involved. Staff also arrange for teachers to regularly visit and get to know the children, before their eventual move to school. This gives children confidence about forthcoming changes, and helps them to feel safe and secure when moving on to different learning environments.

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

The manager ensures that there are always plenty of staff who are very effectively deployed. This means they can devote extra time to the children who need a more focused approach. Since the last inspection, they have used varied methods to gather the views of the staff, parents and children. This has helped them to devise detailed and effective plans to make ongoing improvements. For example, they are finding ways to reorganise the storage of equipment, so that they can make the most of children's outside learning. Staff hold purposeful discussions at regular staff meetings and are keen to attend more training. They have started to think about ways to extend their knowledge and skills, such as observing one another's good practice and visiting local high-quality settings. However, they have not yet thought through how to use this to enhance the quality of teaching and children's progress.

## Setting details

<b>Unique reference number</b>	205314
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	865328
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Charlton with Crophorne Pre-School Committee
<b>Date of previous inspection</b>	28 June 2010
<b>Telephone number</b>	07966 216980

Charlton with Crophorne Pre-School was registered in 2002. They employ five members of childcare staff, and all hold appropriate early years qualifications at level 3. The pre-school opens each weekday during school term time. Sessions are from 9.15am until 2.45pm on Monday, Tuesday and Thursday and from 9.15am until 1.15pm on Wednesday and Friday. The pre-school provides funded early education for three- and four-year-old children. They support a number of children with special educational needs and/or disabilities.

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