

# Chalk Hill Pre-School

St Mary's Church Hall, Church Street, Willingdon, Eastbourne, East Sussex, BN20 9HP



## Inspection date

21 May 2015

## Previous inspection date

5 April 2011

<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 maintain good relationships with all children and they demonstrate a positive sense of trust, well-being and security.
- Staff maintain good levels of communication with parents, ensuring that they feel included and well informed about their children's development. All children are provided with consistency in their care and learning.
- Staff use a range of strategies to help children develop the skills needed to ensure that they are well prepared and supported for the move to school.
- Staff have a good knowledge of safeguarding and it takes high priority. Staff are fully aware of the procedures to follow to protect children from harm. Children learn to keep themselves safe because staff teach them well.
- Staff interact positively and consistently with the children. As a result, they are confident and develop good communication, listening and speaking skills.
- Staff use effective strategies to fully support children who speak English as an additional language and children with special educational needs and/or disabilities. Consequently, all children make good progress in their learning.

### It is not yet outstanding because:

- Although children feel secure and confident at the pre-school, staff do not use a wide variety of methods to value them and their work. For example, staff do not always display children's work or photographs that are meaningful to them and their learning.
- Staff miss some opportunities to fully engage all children in high quality conversations and further develop social skills, for example during snack time.

## What the setting needs to do to improve further

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

- use a wider range of methods to value children's activities, experiences and learning
- strengthen opportunities for all children to engage in high quality conversations and further develop their social skills.

## Inspection activities

- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views and spoke to staff.
- The inspector carried out a joint observation of practice with the manager.

## Inspector

Kelly Hawkins

## Inspection findings

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

Staff provide a variety of stimulating and well-organised activities to engage and motivate children's learning and development. Children confidently choose activities in the inviting learning areas. Staff extend their learning well. For example, children enjoy themed role play to complement their interest in pirates. Staff encourage children's involvement well and use a range of techniques to develop their communication, language and listening skills. For example, staff use effective questions to encourage children to think for themselves. Staff actively engage and involve parents in children's learning. For example, they encourage parents' contributions to children's learning. They hold events for parents, have a parents committee and gather feedback on a regular basis. Parents speak positively of the communication and the consistency of care provided for the children.

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

Staff establish good relationships with children who arrive and settle happily. Children are engaged quickly in activities and enjoy learning through play. Children enjoy exploring space and develop their coordination as they negotiate climbing equipment. These activities contribute to a healthy lifestyle and promote their physical well-being. Staff encourage discussions that help children understand the importance of caring for others and living things. As a result, children demonstrate a good level of maturity. For example, as they participate in bug hunts and use the planting area. Staff maintain good relationships and communications with outside agencies and other settings children attend to support their learning. Staff prepare children for their move to school effectively, with visits and sharing details of children's development and learning.

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

Staff complete risk assessments regularly to ensure learning environments are safe and secure and children are safe on outings. Management regularly monitor and review the provision closely. They continue to make positive changes to improve the environment and quality of teaching for children. Staff use knowledge gained on training to improve practice and introduce new ideas. For example, this prompted the introduction of self-selection storage units and displays of words to further support all children's independence and familiarity with words and letters. Management follow robust procedures to ensure the suitability of all staff. They use regular training and staff supervision to support staff in their work. This has a positive impact on the learning outcomes for all children, who remain stimulated and engaged. All staff accurately monitor children's progress and plan activities to meet their individual needs. As a result, all children make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	511229
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	842386
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Chalk Hill Pre-School Committee
<b>Date of previous inspection</b>	5 April 2011
<b>Telephone number</b>	01323 504659

Chalk Hill Pre-School registered in 1985. It is situated on the outskirts of Eastbourne. The pre-school opens five days a week during school term times. Opening times are from 9.15am until 1.15pm on Tuesdays, 9.15am until 2.00pm Wednesdays. On Mondays, Thursdays and Fridays opening times are from 9.15am until 2.15pm. The pre-school employs nine staff, of whom six hold relevant early years qualifications at level 3.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

