

# Chieveley Pre-School

The Village Hall, Chieveley, Newbury, Berkshire, RG20 8TE



## Inspection date

8 June 2015

Previous inspection date

7 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:	Outstanding	1
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		Outstanding	1
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

- Children are confident, and thoroughly enjoy being at the pre-school. They are effectively supported by attentive and encouraging staff who ensure that children settle and behave very well.
- Children are kept safe as staff ensure that their surroundings are secure and potential risks are minimised. Staff are secure in their knowledge of the safeguarding procedures to follow should they have any concerns about a child's well-being.
- There are strong partnerships with parents and other professionals involved in the care and learning of the children. This ensures that children receive relevant support and successfully promotes a consistent approach to children's learning.
- Children are well supported to acquire skills in readiness for the next stage in their learning. Good links with the local primary schools, regular visits and shared information with parents, result in children being prepared to adapt to school life.
- The manager and the pre-school committee have high aspirations for the children and the staff. An effective programme of professional development and self-evaluation ensures that the setting continually raises the quality of the service they provide.

### It is not yet outstanding because:

- Children do not experience a broad range of opportunities to learn, practise and explore modern technology resources throughout their learning.
- Staff do not always make the most of musical resources and spontaneous learning opportunities to build on children's curiosity and investigation of different sounds.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to use information and communication technology by providing varied experiences to practise and explore modern technology resources
- enhance children's learning and curiosity by providing greater access to musical instruments, resources and materials that can be used in a variety of ways, and more opportunities for children to explore and investigate.

## Inspection activities

- The inspector observed activities in the main base room and outside.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Anneliese Fox-Jones

## Inspection findings

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

Staff have a good understanding of how children learn through play. They provide plenty of opportunities for children to make choices about how they use resources and to take the lead in their learning. For example, children decide to make a large cardboard box into an aeroplane. Staff interact well with children to support their communication and language skills. As a result, children become articulate and confident communicators. Staff skilfully plan and tailor activities to meet children's individual needs and interests. However, the range of resources is not broad enough to encourage children's understanding of everyday technology in all aspects of their learning. Children's coordination skills are good and they develop good pencil control. They enjoy many creative experiences, such as making patterns and moving marbles in paint. Children enjoy singing; however, many musical opportunities are adult-led. Staff have not considered providing spontaneous opportunities for children to explore musical instruments, sounds and pitches. Staff teach children to count, recognise numbers and compare quantities. The quality of teaching is good overall and children are enthusiastic learners.

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

The key-person system is exceptionally well established and highly effective. This ensures that children are emotionally secure and are able to develop positive relationships with adults and their peers. Children develop independence, confidence and self-esteem. Staff recognise when children need additional support to participate in activities. They give children time to explore and observe the environment at their own pace. Behaviour is exemplary. Staff act as superb role models and play alongside children as they teach them to share, take turns and respect differences. Children's health and well-being are promoted very effectively and they enjoy a range of healthy snacks. They spend time outdoors every day and are able to participate in a variety of outings and physical activities where they learn the importance of fresh air and exercise. Children learn how to keep themselves safe through many themed activities, such as road safety and safety in the sun.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They effectively monitor children's learning and progress to identify areas where children need further challenge or extra support. The manager has begun routinely observing staff as part of the monitoring and supervision processes. Together they identify strengths and areas for improvement or further training. This helps to ensure good quality and consistency of practice. Staff meet regularly to evaluate the pre-school. Effective self-evaluation accurately identifies how the pre-school can continue to improve further.

## Setting details

<b>Unique reference number</b>	507890
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	826192
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Chieveley Pre-School Committee
<b>Date of previous inspection</b>	7 April 2011
<b>Telephone number</b>	07511 098 720

Chieveley Pre-School registered in 1992 and operates in the Village Hall within Chieveley, Newbury, Berkshire. The pre-school is open five days a week. On Mondays it opens from 8.45am to 1pm, on Tuesdays, Wednesdays and Thursdays from 8.45am to 2.45pm, and on Fridays from 8.45am to 11.45am, term time only. Seven staff work at the pre-school and six of these hold an early years qualification at Level 2 or Level 3. The pre-school receives funding for the provision of free early education for children aged two, three, and four years old.

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