

Chaldon Pre-School

Chaldon Village Hall, 95 Rook Lane, Chaldon, Caterham, Surrey, CR3 5BN



Inspection date

16 June 2015

Previous inspection date

5 October 2011

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 quality of teaching is good. Staff provide a wide range of stimulating and interesting resources that encourage children's play, exploration and learning. As a result, children make good progress.
- The pre-school provides a secure and welcoming environment where children play happily and safely. Staff complete regular risk assessments to identify hazards and minimise risk.
- There is strong partnership working between staff and parents. They discuss children's individual needs and interests, and plan together to support children's next steps.
- Staff make children's well-being and safety a priority. They have a good understanding of safeguarding and the procedures to follow should they have concerns about a child.
- Children form good relationships with staff and other children. Staff are caring, warm and welcoming, and interact positively with children. This helps children to feel secure.
- Good partnership working with other professionals enables staff to meet the needs of all children. This includes children with special educational needs and/or disabilities or those learning English as an additional language.

It is not yet outstanding because:

- Staff do not consistently support children to be fully independent in learning good hygiene routines because children cannot manage to use the taps in the cloakrooms by themselves.
- Staff do not always assess the success of some routines and activities to make the very best use of these to extend children's learning experiences.

What the setting needs to do to improve further

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

- consistently evaluate the success of all routines and activities to make the very best of children's learning opportunities
- provide suitable equipment to support children to become fully independent in their hygiene routines.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and routines within the room for two-year-old children, the pre-school room and outdoors.
- The inspector took account of the views of parents spoken with during the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, training, medication and accident records, and the setting's self-evaluation.
- The inspector sampled children's learning records, observations, planning and assessments.

Inspector

Hilary Welland

Inspection findings

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

Children move confidently around the pre-school, both inside and outdoors. They independently choose activities and toys from the good range of easily accessible resources. Children develop good physical skills as they play outdoors, using both natural and man-made resources. They balance on logs; climb, crawl and slide on play equipment, and dig in the mud kitchen. Staff support children to develop their ideas and discuss their knowledge. They ask questions which encourage children to think, question and discuss further. For example, when exploring mini-beasts, children consider how slugs move and explain their knowledge and understanding of bees and lifecycles. Staff effectively observe and assess children's progress. They discuss this with parents and jointly establish appropriate next steps for learning. This partnership planning enables children to become engaged and enthusiastic learners.

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

Staff regularly, and appropriately, praise children, explaining what they have done well. This promotes children's self-esteem. Children develop a strong sense of identity and belonging. They register using their photos and written name badges, both at the beginning of the session and at snack time. This supports children's confidence to carry out routines and also helps them learn to recognise their names. This helps to prepare them for school. Staff are good role models; they use positive, polite behaviour and encourage children to behave well. Children learn about how to keep safe and healthy. They understand the need to wash their hands before they eat and chat with staff about healthy food. They complete regular fire drills and evacuation procedures, and staff teach them how to use knives to cut their fruit. As a result, children learn about staying safe.

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

Managers and staff have a good understanding of the requirements of the Early Years Foundation Stage and how children learn through play. The manager holds regular discussions and appraisals with all staff to ensure their training needs are identified and suitably met. Staff are committed to their professional development and use what they learn to make ongoing improvements which positively benefit children. For example, an outdoor learning course has inspired one member of staff to become passionate about learning outside, passing on her enthusiasm to the staff team and children. This has resulted in the introduction of the popular mud kitchen which children eagerly explore. The manager has effective systems in place to monitor the quality of the pre-school which includes the views of children. This helps her to set relevant targets for improvement. She also monitors children's development so that she can tackle any gaps in children's learning.

Setting details

Unique reference number	122405
Local authority	Surrey
Inspection number	836101
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	45
Name of provider	Chaldon Pre-School Committee
Date of previous inspection	5 October 2011
Telephone number	01883 343 866

Chaldon Pre-School is situated in Chaldon, Surrey. It has been operating since 1974 and re-registered in 2000. It is a registered charity managed by a parent committee. The pre-school receives funding for free early education for children aged two, three and four years old. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. The pre-school is open during term time only on Mondays, Tuesdays, Thursdays and Fridays from 9am until 2.30pm, and on Wednesdays from 9am until 12.30pm. The pre-school has 15 members of staff; of these, one holds a qualification at Level 6, eight hold qualifications at Level 3 and the remainder are unqualified.

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