

# Chelford Village Pre-School



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

## Inspection date

4 May 2017

Previous inspection date

14 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not ensured that all committee members have supplied Ofsted with the information to complete the required suitability checks.
- The self-evaluation process is not effectively used to monitor all aspects of practice and ensure that all legal requirements are fully met.

### It has the following strengths

- Staff provide a stimulating and engaging environment where children thrive.
- Staff plan a wide range of rich and imaginative learning experiences linked to children's interests and make exceptional use of resources to support children's outcomes.
- Equality and diversity are supported very well by staff, who are extremely effective at providing an inclusive environment for all children.
- Staff are highly skilled at supporting children's language and communication skills through good quality interactions. They use sign language and visual support strategies to successfully help children communicate.
- Strong partnerships with parents support a shared approach to learning. Parents are successfully engaged in helping to identify how the provision can improve.
- Staff actively develop links with a wide range of professionals and within the community. Partnerships with external agencies are strong and consequently children who have special educational needs and/or disabilities receive excellent support.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ ensure Ofsted is promptly and fully informed of the required information relating to all new committee members, including the details of their Disclosure and Barring Service checks to enable Ofsted to verify their suitability | 05/06/2017 |
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### To further improve the quality of the early years provision the provider should:

- strengthen the self-evaluation process to help identify any weaknesses in practice and breaches of legal requirements.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed the impact of this teaching on outcomes for children.
- The inspector spoke to parents, children and staff and took account of their views.
- The inspector reviewed safeguarding procedures and staff's understanding of how to implement these.
- The inspector held meetings with the manager and looked at relevant documentation relating to safeguarding and risk assessment.

### Inspector

Isobel Ford

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of what to do if they have a concern about a child's welfare. They attend regular training to keep their knowledge up to date. However, the self-evaluation process has not been used to effectively monitor all management processes. Consequently, the provider has failed to ensure the required paperwork regarding new committee members was submitted within the appropriate time frame. This means Ofsted has not been able to determine the suitability of all committee members. This breach does not affect children's safety. Secure risk assessments in place ensure that play areas are safe for children to explore. Effective performance management makes sure that teaching is of a very high quality and continually improving. Parents are extremely complimentary of the quality of care the setting provides.

### Quality of teaching, learning and assessment is outstanding

The well-qualified staff have very high expectations of what each child can achieve. They make sharp and insightful observations of children's play to support accurate assessments of their development. Children are given a wealth of opportunities to investigate, explore and solve problems for themselves. For example, after independently planting seeds, children consider all they will need to help them grow. Staff use their expert knowledge to skilfully respond to children's play and extend their learning. Children learn to count and sequence the events in a story. They develop new vocabulary and are given extensive opportunities to apply this creatively within their play.

### Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management have a potential effect on children's welfare, but this is not significant. Committee members do not have unsupervised access to children. Staff are good role models. Children develop secure emotional attachments with staff, which helps to promote their confidence and self-esteem. Staff actively listen to children and nurture a positive culture of mutual trust and respect. Consequently, children demonstrate excellent behaviour and good manners. Settling-in arrangements and transitions are very well planned and support the individual needs of the children. Staff promote healthy lifestyles well. For instance, during meals children independently juice their own fruit and discuss the benefits of healthy eating. Staff provide regular opportunities for children to play outside and help them learn to manage risks.

### Outcomes for children are outstanding

Children are independent, active and highly engaged in their learning. They show excitement and enthusiasm as they count and compare the length of spaghetti 'worms' in the soil. Children express their ideas confidently. They make sustained progress from their starting points and are extremely well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY398808
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1094030
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Chelford Village Pre-School Committee
<b>Registered person unique reference number</b>	RP525780
<b>Date of previous inspection</b>	14 May 2015
<b>Telephone number</b>	01625 860823

Chelford Village Pre-School 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 eight members of staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The manager holds qualified teacher status. The pre-school supports children who have special educational needs and/or disabilities.

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.

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