

# Capenhurst Village Pre School

Village Hall, Capenhurst Lane Capenhurst, Chester, CH1 6HE



<b>Inspection date</b>	4 October 2017
Previous inspection date	12 March 2014

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are settled and happy. They are cared for by staff who know them well, and who support their social and emotional development very effectively. Children respond well to the nurturing nature of staff and share supportive relationships with them.
- Partnership working with parents and other professionals is strong. This helps to provide a shared approach, supporting children's individual care and learning.
- Staff demonstrate a good understanding of how children learn. They join in with children as they play, and show a genuine interest and passion for their work.
- Managers and staff create a stimulating learning environment, which captures children's interests and supports their curiosity. Children are actively engaged in activities that support all areas of their development.
- Staff make accurate assessments of children's development and plan next steps to support their individual learning. They foster children's understanding of a healthy lifestyle well, through daily exercise, healthy eating and good hygiene routines.

### It is not yet outstanding because:

- The system for the monitoring of staff performance does not focus precisely enough on identifying ways to enhance the already good-quality teaching.
- At times, staff do not offer the highest levels of challenge to the most-able children to maximise their learning.

## What the setting needs to do to improve further

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

- build on the systems for monitoring staff performance, to continue to raise the quality of teaching to an even higher standard
- ensure that during group activities all children receive high levels of challenge, matched to their level of development, to maximise their learning.

### Inspection activities

- The inspector observed the quality of teaching and considered the impact this had on children's learning. A joint observation was carried out with the manager.
- The inspector held a meeting with the registered provider and discussed self-evaluation of the pre-school and future development plans.
- The inspector looked at a selection of documentation, including children's learning records, policies and procedures and staff training records.
- The inspector considered evidence of suitability checks carried out for all staff working in the pre-school.
- The inspector held discussions with children and staff throughout the inspection. She reviewed parents written feedback and took account of their views.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff use risk assessments effectively to maintain a safe environment for children. They have a secure understanding of the correct procedures to follow to support children's welfare. Recruitment and vetting procedures are thorough. Managers use self-evaluation and reflective practice effectively, to develop action plans that help to drive forward continuous improvement. Information is shared with other settings that children attend. This contributes towards supporting continuity of care and learning opportunities. Parents' comments are very positive about the quality of the provision.

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

Staff use their good knowledge of each child to plan purposeful activities that meet their individual developmental needs well. Children demonstrate a sense of belonging, and are confident in making choices about their play. Staff follow children's emerging interests and extend their ideas effectively. For instance, they help them to find and learn about insects that they find in the garden, and use the internet to research their type, names, preferred habitat and appearance. Children have regular opportunities to learn about the community and wider world around them. For example, they make daily trips into the local woodland area and join in with cooking sessions at the community centre. Children enjoy independently looking at a wide range of books. Staff help to extend children's literacy skills at story time and through home learning opportunities.

### Personal development, behaviour and welfare are good

Staff are positive role models. They foster children's self-esteem with effective praise and encouragement. They help children to think about what they can do independently, which helps to promote their confidence. Staff have imaginatively used every part of the small outdoor area to create a wide range of activities. Children freely access this area and the school playground where they enjoy being physically active. They grow fruit and vegetables to use in their snack. Effective deployment of staff in the pre-school helps to reinforce good behaviour, as they encourage sharing and taking turns.

### Outcomes for children are good

Children of all ages and abilities make good progress in relation to their starting points. They demonstrate high levels of engagement, as they play at self-chosen activities for long periods of time. Staff encourage children to count and recognise shapes, fostering their mathematical development. Children make marks with a range of different materials, which helps to promote their writing skills. They are developing their independence as they self-select their snack and pour their own drinks. Children are acquiring skills and knowledge that will help to support their future learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY468411
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1102724
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Joanna Maton
<b>Registered person unique reference number</b>	RP907148
<b>Date of previous inspection</b>	12 March 2014
<b>Telephone number</b>	07976455562

Capenhurst Village Pre School re-registered in 2013. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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