

Chaldon Pre-School

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



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| Inspection date | 8 January 2018 |
| Previous inspection date | 16 June 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Staff establish positive relationships with children. Children are happy and confident and settle quickly into their play. Children have a good sense of belonging in the pre-school.
- The managers and staff effectively evaluate their practice together. For example, they regularly observe each other interact with children and provide helpful advice to support one another's future practice. This helps keep children engaged and interested to learn.
- All staff closely monitor the progress that children make. This enables them to quickly highlight any gaps in children's development and provide good individual support to help close them promptly. All children make good progress.
- Children have good opportunities to explore and investigate. For example, younger children enjoy exploring using their senses and feeling different textures, such as foam.
- Older children learn to take risks safely and show good levels of maturity. They participate in more challenging activities, such as building campfires to toast marshmallows.
- There are good opportunities for all children to challenge their physical skills. They explore interesting ways to move and enjoy sliding down poles, like firefighters.

It is not yet outstanding because:

- Staff do not communicate as well or as regularly as possible with other early years professionals, to provide children with a highly consistent approach to their learning.
- Staff do not take all opportunities to deepen children's understanding and respect of similarities and differences between themselves and others in the wider world.

What the setting needs to do to improve further

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

- build further on partnerships and regularity of communication with other settings that children also attend, to promote a highly consistent approach to their care and learning
- extend children's opportunities to gain further respect and understanding of the different religions, cultures and beliefs of people outside of their own community.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers closely monitor the consistency of care and learning opportunities that staff provide for children. For instance, they hold regular one-to-one meetings with staff to discuss their performance and highlight any training needs. The managers set staff individual targets to meet, to help them develop their skills. Staff attend a good variety of beneficial training to extend their knowledge. For example, they have learned different ways to motivate children to learn outdoors, such as implementing new den-building activities. Staff establish positive relationships with parents and keep them involved in and informed about their children's learning. For instance, they encourage parents to have regular input into their children's learning records and routinely share children's achievements. Safeguarding is effective. All staff, including the managers, have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They have a good knowledge of whom to contact to follow up any concerns.

Quality of teaching, learning and assessment is good

Staff effectively prepare children to be ready for their eventual move on to school. For example, they teach them skills to help them understand what is expected of them. They teach them to count confidently and complete simple sums in mathematical games. Staff skilfully extend children's ideas. For instance, children enjoy talking about London and staff teach them a new song about the city. Staff support children to develop good communication skills in interesting ways. For example, children have a 'chatty bag' filled with items that are special to them. Staff use the bags to encourage children to share their ideas and thoughts behind the items, such as photographs of their favourite places.

Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and behave well. For example, they recap the pre-school rules. Children gain positive social skills. For instance, they are keen to carry out acts of kindness, such as helping their friends. They are excited to be rewarded by putting their name on the 'kindness tree'. Children play well together and take turns and share resources happily. Children gain an understanding of healthy lifestyles. For example, they independently follow good health and hygiene routines.

Outcomes for children are good

All children make good progress in relation to their starting points, including those who have special educational needs (SEN) and/or disabilities. Children develop good early writing skills to support their future learning. For instance, older children confidently write simple words and younger children explore the marks they make. Children have good opportunities to learn about the natural world. For example, they enjoy autumn walks and discuss the changes of seasons and excitedly learn about the life cycle of a frog.

Setting details

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| Unique reference number | 122405 |
| Local authority | Surrey |
| Inspection number | 1089263 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 32 |
| Number of children on roll | 30 |
| Name of registered person | Chaldon Pre-School Committee |
| Registered person unique reference number | RP518834 |
| Date of previous inspection | 16 June 2015 |
| Telephone number | 01883 343 866 |

Chaldon Pre-School registered in 2000. The pre-school is open on Monday, Tuesday, Thursday and Friday from 9am until 2.30pm and on Wednesday from 9am until 12.30pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 13 members of staff, five of whom hold a relevant early years qualification at level 3.

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