

Chollerton Pre-School Ltd

Chollerton First School, Barrasford, HEXHAM, Northumberland, NE48 4AA



Inspection date

19 April 2018

Previous inspection date

4 February 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

- The manager regularly monitors staff's teaching practice to help identify any areas for further training. This helps to ensure children receive consistent learning and development opportunities.
- Staff regularly undertake courses that interest them. For example, completing forest school and Steiner school training, which positively enhances the different learning opportunities and outdoor experiences offered to children.
- Staff are friendly, calm and nurturing. Children have formed secure emotional attachments with their key person; they settle well and are confident learners. Furthermore, children's self-esteem is evident as staff frequently praise their efforts.
- Staff promote children's communication and language well. Children enjoy listening to stories and sit quietly as staff act out the story using puppets.
- The manager and staff work extremely closely with the host school. Children are invited to participate in assemblies and join in with creative activities. This positively supports their emotional well-being.

It is not yet outstanding because:

- Staff do not consistently provide opportunities for children to explore their information, communication and technology skills.
- Staff do not consistently plan children's next steps as precisely as possible to further enhance their already good progress.

What the setting needs to do to improve further

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

- extend opportunities for children to explore information and communication technology even further
- use information gained from observations to precisely plan for children's next steps in their learning to enhance their already good progress.

Inspection activities

- The inspector had a tour of the setting, viewed the premises and discussed risk assessment procedures with the manager.
- The inspector observed the quality of teaching and the impact this has on children's learning during play inside and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector viewed a selection of policies and procedures, safeguarding practices and children's assessment files.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Amanda Hartigan

Inspection findings

Effectiveness of the leadership and management is good

Staff have a good knowledge of their individual responsibilities, and of child protection and safeguarding procedures. They know who to contact if they have concerns about a child's safety. Safeguarding is effective. Staff conduct daily risk assessments to help ensure the learning areas are safe for children to use. Self-evaluation processes consider the views of parents and children. For example, children are encouraged to express their opinions during circle time. The manager and staff have developed good relationships with other settings that children attend. They frequently share the children's learning, which helps to promote continuity. Partnerships with parents are very good. Parents really appreciate the care given to their children, and are complimentary about the manager and staff.

Quality of teaching, learning and assessment is good

Key persons make effective use of the information they gather when children first start. Overall, this enables them to plan activities tailored to individual children's needs and interests, including those who are learning English as an additional language. Staff plan interesting, creative and imaginative activities for children. For example, they sing fish songs together and pretend that they are seals in the sea. Children make good body movements, writhing and swimming across the floor. Staff introduce new describing words as they sing, such as 'slipping' and 'slopping' across the sea. Children show good physical control and spatial awareness, as they manoeuvre along the carpet. This effectively supports their self-confidence during group activities. Children's learning files are regularly updated and shared with parents.

Personal development, behaviour and welfare are good

Staff have thoughtfully designed the indoor and outdoor learning environments. Children enjoy the safe and challenging outdoor area. For instance, they carefully balance on a variety of wooden play equipment, and use great imagination when playing amongst the growing willow structures. Furthermore, they skilfully ride bicycles, carefully manoeuvring around. This positively enhances their enjoyment of physical exercise. Children enjoy outings within their local community. For instance, they visit the local farm to see the newborn lambs and walk around the village, meeting and chatting to the people who live there. This helps children develop a sense of belonging. Children wash their hands before eating, and enjoy home-cooked meals, using cutlery with good control.

Outcomes for children are good

Children are well prepared for their future learning and they concentrate well during activities. For example, they sit with other children and draw green dragons, making good curves and dotted marks. This helps to effectively support their emerging writing and literacy skills. Children show good mathematical development as they correctly count numbers. Staff extend their learning by asking questions, such as which number comes next, and by counting backwards during song time. Children display good manners.

Setting details

Unique reference number	EY403248
Local authority	Northumberland
Inspection number	1094142
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	20
Number of children on roll	15
Name of registered person	Chollerton Pre-School Limited
Registered person unique reference number	RP907624
Date of previous inspection	4 February 2015
Telephone number	01434 681572

Chollerton Pre-School Ltd registered in 1990. It is situated within Chollerton First School, Barrasford, Hexham. There are four members of staff, of those, two hold relevant qualifications at level 3 and two hold qualified teaching status. The pre-school is open Monday, Wednesday and Thursday from 9.30am to 12.30pm and 12.30pm to 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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