

Inspection of The Chapel In The Valley Pre School

Corfe Mullen Baptist Church, Newtown Lane, Wimborne BH21 3EY

Inspection date: 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in this calm and welcoming pre-school. They take part in large group discussions and excitedly share news about their week with each other. Learning activities are purposeful. Children develop creative skills through sticking materials to create pictures. They dress up with their friends as part of pretend play. In the outdoor area, they experiment with ice in big trays and play with the toy kitchen.

Behaviour is very good. Children take care to look after toys and help to tidy up. At snack times, they sit sensibly in groups at tables and use china cups and plates. Children manage transitions in the day extremely well, for example, when moving from group time on the carpet to free play. Children happily play with and listen well to each other throughout the day.

The staff make the most of the local area, including taking the children on trips to the park or to post letters. The owner, who is also the manager, uses her field next to the pre-school for learning activities. Children learn to climb, balance and jump from logs with help from staff. The owner teaches groups of children how to safely care for her horse. Children learn about the natural world and delight in discovering different types of plants.

What does the early years setting do well and what does it need to do better?

- The owner has worked hard to develop a setting, which is incredibly homely. Staff have organised the hall into distinct spaces, including a book area with a cosy sofa and rugs. This organisation and attention to detail promotes a comfortable feel. Staff make every effort to create an engaging environment through the use of interesting real life objects, such as old fashioned tea pots and jugs. Framed photos of the children with their families on display help develop a sense of belonging.
- The owner has a clear vision for how she wants the children to learn. There is a regular structure to the day with both formal learning opportunities and 'free play'. Important concepts are taught as part of a 'running thread' where children learn over a long period of time. For example, children learn how to use resources safely and take care of the toys in the setting. Staff encourage children to use their imaginations and development mark making skills by experimenting with different materials such as chalk or pens.
- Staff are enthusiastic and develop good relationships with children. They can confidently discuss their key children and what they need to learn next. Staff work hard to ensure new children settle quickly and feel part of the pre-school. Children with English as an additional language are well supported and thrive in the pre-school.

- Teaching across the curriculum is good. Staff actively play with the children to teach them new ideas and develop their confidence. They use questioning to deepen children's understanding. However, they sometimes miss opportunities to extend mathematical learning and vocabulary during children's free play, particularly in relation to numbers and measures. As a result, children do not make as rapid progress as they could in mathematics.
- Provision for children with special educational needs and/or disabilities (SEND) is good. The special educational needs coordinator (SENCo) is very knowledgeable and quickly identifies children who need additional support. Staff work closely with other agencies and swiftly put into place their recommendations. Staff provide parents of children with SEND with a good level of support.
- Parents are very happy with the service provided at the preschool. Staff provide termly reports to parents which support them in knowing their children's next steps. Parents share information with staff when they drop off their children. However, some helpful information provided by parents is not always recorded or shared as well as it could be. As a result, occasionally there are missed opportunities in further supporting children's emotional development.
- Leadership and management is good. The owner carries out regular supervisions of staff and provides good training opportunities for them. She recognises and values the contribution they make. Staff well-being is high.

Safeguarding

The arrangements for safeguarding are effective.

All staff take part in regular online safeguarding training. They are able to discuss the signs and symptoms of abuse and are clear on how to report a concern. Staff perform regular checks on the outside area to ensure that it is safe for children. They check the fencing barriers are safe and spread salt on the ground during icy weather. All members of staff hold current paediatric first-aid certificates. The manager ensures that new members of staff are employed using safer recruitment procedures and complete an induction process prior to starting work.

What does the setting need to do to improve?

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

- strengthen the use of information from parents so all staff are fully aware of how to support each child's development
- sharpen teaching in mathematics to provide more opportunities for children to deepen their understanding of numbers and measures.

Setting details

Unique reference number	EY490001
Local authority	Dorset
Inspection number	10264345
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	31
Name of registered person	Carter, Rebecca Faith
Registered person unique reference number	RP911269
Telephone number	07901323031
Date of previous inspection	12 June 2017

Information about this early years setting

The Chapel In The Valley Pre School re-registered in 2015, having previously been registered as a partnership. It is located in Corfe Mullen, near Wimborne, Dorset. The pre-school is open during school term time from 8.30am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school owner, who is also the manager, holds a level 3 qualification in early years. She employs four members of staff. One member of staff is qualified at level 4, one at level 3, one at level 2 and one is currently completing a level 3 qualification.

Information about this inspection

Inspector
Leanne Edge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account of their evaluation of the provider.
- The manager and the inspector completed a learning walk of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector a selection of key documentation on request.

We carried out this inspection 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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