

Charlwood Pre-School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Charlwood Pre-School is run by the Trustees of Charlwood Pre-School. It opened in 1983 and operates from a single story building within the premises of Charlwood Infant School in Charlwood, Surrey. The pre-school is open Monday to Friday during term time only, from 9.00am to 12.00pm. All children share access to a secure outdoor play area. A maximum of 24 children may attend at any one time. There are currently 33 children aged from two to under five years on roll, some of whom receive funding for early education. Children come from Charlwood and the surrounding community. The pre-school supports children with learning difficulties and disabilities and those who are learning to speak English as an additional language. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications. It works in partnership with the adjoining infant school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children who attend Charlwood Pre-School make good progress overall because it is inclusive and able to meet the needs of each child. This includes those who are beginning to speak English as an additional language and those who have special educational needs. The manager and her team are very experienced and well qualified, and they develop their expertise further through additional training. Overall they evaluate the provision and their procedures well to identify how they can improve the pre-school further. As a result it has a good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further children's independent learning in early reading and numeracy skills, for example, by displaying more numbers and letters in the environment for them to refer to and by labelling more of their equipment
- develop self-evaluation by using assessment information to compare the progress of different groups of children and to compare each child's progress in different areas of learning
- review the provision for helping children to understand the impact of nutrition on a healthy lifestyle.

The effectiveness of leadership and management of the early years provision

There are very good procedures to keep children safe and secure. All staff are vetted and the manager checks the premises daily so that accidents are avoided. There are good procedures in place if children have accidents or need medication

and parents sign the records so that they know what has happened. The manager monitors accidents so that she can identify and respond to any trends. Visitors sign in, wear identity badges and are introduced to the children. The doors and gates are always closed and the children practise evacuating the building in an emergency. Policies and procedures are reviewed regularly and all staff have first aid qualifications and training in safeguarding children. The manager and her team have made significant improvements since the last inspection. For example, they have modified and improved the role play area and the storage of dressing up clothes. The staff now have regular appraisal to ensure that they update their skills in providing the best learning opportunities for the children. The manager embeds ambition and drives improvement well.

The staff work closely with other agencies so that children with special educational needs are supported well and make good progress. This also reassures their families. The staff support individual children well. For example, children who are learning to speak English are encouraged to develop their vocabulary and understand the daily routine. They receive individual support until they gain confidence. The staff also work closely with parents, who are confident that their children are very well cared for and make good progress. They can find out how their children are developing by talking to staff at collection time and by looking at their children's individual record books. These show them the observations the adults have made and the stage their child has reached in each area of learning. When children achieve something special at pre-school the manager sends a note home to tell parents so that they can build on this at home. Parents are invited to stay and play with their children to see how they learn and to be sure they are settled, especially when they first start coming to pre-school. They also help the pre-school by coming in to talk to the children about the work they do in the community so that the children develop their understanding and vocabulary. Parents complete surveys regularly because the manager welcomes their views when she is evaluating the pre-school, for example, about changes to the times of sessions. The pre-school has very good links with the adjoining infant school. The children adjust very easily when they transfer because they attend special events in the school such as the Nativity play. They often visit the Reception classroom and both groups of children share the same playground.

The quality and standards of the early years provision and outcomes for children

The children make good progress and play with many exciting resources and toys which help their development. The new outdoor area is especially exciting with many activities to interest the children, including growing plants. It overlooks fields so that the children learn and talk about farm animals. The children make very good progress in their physical development by riding vehicles and scooters, and playing ball games. They also enjoy keep fit sessions in the classroom when they talk about the importance of taking exercise. They behave extremely well, play well together, take turns and share toys. They persevere with puzzles and they begin to learn sounds and write their names. The resources are easy to reach so that the children can choose what they want to play with. However there are few labels or displays of letters, numbers or shapes in the classroom and the outdoor

area. Children learn to play a range of musical instruments and can compare their sounds. They develop their imagination well through role play and dressing up. They enjoy looking at books in their new reading corner and using computers for matching games. They learn about road safety when they walk to the village and the farm. The children create adventures based on stories they have listened to.

Adults interact very well with the children, encouraging them to investigate and explore. For example, the children collect leaves and twigs on nature walks and they can compare the shapes and textures. They look at them through magnifying glasses. Adults value children's achievements by displaying their paintings and drawings on the walls. The adults are good role models for the children and they have very high expectations of them. Consequently the children are polite, learn good manners and are confident to explain their learning to visitors. The key workers plan activities for the children based on assessing what they can already do and the next steps children need to take to make further progress. This ensures that all children including older and more able ones are challenged well. The staff track the children's progress although they are not yet able to compare the progress of different groups of children and individuals. Self-evaluation systems are therefore good but not fully accurate. The staff meet regularly to consider improvements and they have rightly identified the need to develop an exciting garden.

The children learn about healthy lifestyles although the snacks are not always nutritious. Children learn to avoid infection, by washing their hands regularly and adopting good table manners. They know what to do when they hear the fire bell. Children talk about different customs and special times in the year. For example, at Chinese New Year they made dragons and instruments. They learn to say 'hello' in many languages. They develop their sense of responsibility by fundraising and being involved in village events such as the Harvest festival. The children play with multicultural dolls and talk about disabilities so that they begin to understand diversity and equality.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met