

The Chestnut Trees 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*.

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Description of the setting

The Chestnut Trees Pre-school first opened in 1970. It is managed by a voluntary committee. The pre-school operates from the Viscountess Barrington Memorial Hall in the village of Shrivenham, on the Oxfordshire and Wiltshire border. Children use two rooms for play activities, together with a secure outdoor area. They have regular use of the adjacent main hall and playing fields.

The pre-school opens for five week days during school terms. The pre-school is open from 9.00am until 2.45pm on Monday, Tuesday and Wednesday, from 9.00am until 1.00pm on Thursday and from 9.00am until noon on Fridays. The pre-school is registered on the Early Years Register to provide care for up to 26 children aged between two and five years old. The children attend for a variety of sessions. Currently there are 24 children on roll. Of these, 19 receive government funding for nursery education. The pre-school welcomes children with special needs or disabilities.

There are six members of staff that work with the children; of these three have relevant qualifications at level three or above. Regular support is received from the local authority. Twice a week the pre-school offers 'forest school' sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the children at Chestnut Trees pre-school are progressing very well towards the early learning goals; they enjoy their time at pre-school especially the 'forest school' sessions when they are able to work towards the early learning goals out of doors in an exciting and more challenging environment. Parents are closely involved with their children's learning and work in partnership with staff to ensure the children's individual needs are met. The pre-school has made steady improvement since the last inspection and has met the recommendations set then very well. Through constant self-evaluation the committee and staff together continually plan for improvement in the provision they offer to the children.

What steps need to be taken to improve provision further?

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

- keep the observation and assessment records that are kept on the children's progress up to date so that they can be effectively used to plan for a next step in the children's learning
- practise the emergency fire evacuation procedures more frequently so that the children learn about how they leave the premises in an emergency.

The effectiveness of leadership and management of the early years provision

The pre-school is well managed; all the policies procedures and records that are necessary for the protection of the children and to ensure the requirements of the Early Years Foundation Stage are met are in place and well kept. All the pre-school policies and procedures are available to parents, they receive some information by e-mail. They sign to say they have read and understand the child protection procedures. The children's safety and well-being is the staff's highest priority; they are confident in the steps they would take if they had any child protection concerns.

The children play in very welcoming and well resourced play rooms, which are well organised to encourage the children's independence and learning. They can freely access the enclosed outside play area. The pre-school has recently fund-raised to provide two large outdoor, fixed parasol to enable the children to play and learn outside in all weathers. Staff regularly risk-assess the premises and the outside spaces the children use to make sure all potential hazards are identified and minimised as far as possible. Because the premises has other users staff and parents protect the children by ensuring the playrooms are always kept secure.

The pre-school welcomes all children and their families; often children of different nationalities attend from a nearby military college. If the children have any special educational needs these are met as necessary; a qualified special needs coordinator is in place. The pre-school works closely with parents and with other professionals as necessary to meet children's individual needs. Parents serve on the committee, take turns on a parents rota and take part in funding raising and social events; such as a planned Easter bonnet parade. Close links with the local school and community help children to feel secure and valued and very confident when they move on to school.

Sound processes are in place to help the pre-school to evaluate its practise and to identify any areas of strength and areas for improvement. They set realistic targets and build on their areas of strengths such as staff training and experience and their rural position. Consequently the outcomes for children are good.

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

The children are progressing very well through the very wide range of worthwhile, challenging and interesting activities that are planned for them by the enthusiastic and friendly staff. The forest school sessions are very popular. The older children and some staff walk to a wooded area through the village and they take part in planned activities there. These include opportunities to learn first hand about plants, animals and wildlife and to use natural resources such as making dens from branches, sticks and twigs. They develop their physical skills, for example, when

climbing trees and walking. The outdoors sessions for younger children take place on the wooded areas of the adjacent playing fields. Most of the activities planned for the children are based on topics and themes; staff use these to ensure all areas of the early learning goals are promoted. Currently this is 'minibeasts'. The children enjoyed walking across the playing fields with magnifying glasses in search of bugs. Staff observe, assess and record the children's progress but not all of these are kept fully up to date. They use the information that they glean from these assessments to plan for the children's next steps in their learning, but this is not effective unless the record keeping is current.

As the children are encouraged to be outside in the fresh air as much as possible, and much of their learning takes place out of doors, they are learning extremely well about the importance of healthy living. They have many opportunities to engage in physical activities both indoors and out they so that they gain a secure understanding about regular exercise as part of maintaining a healthy lifestyle. They enjoy well-balanced and healthy snacks each session. At snack times they are offered a large selection of fruits and vegetables, which are provided by parents, as well as breadsticks, raisins and organic milk. They are learning when they should wash their hands as a matter of routine. They also have opportunities for quieter times during the session. The children are beginning to learn keeping themselves safe. When they walk in the village they discuss road safety. They take part in fire evacuation procedures, but these are not carried out frequently enough for all the children to learn how they leave the premises in an emergency. When they are out and about they talk about dangers and have a growing understanding of safety issues.

Staff encourage and expect good behaviour; they praise the children's achievements and offer close support and attention. They are interested in and value what the children do and say. They allow the children to explore and experiment; for example, when painting the children mixed different colours together just to see what would happen. Through their activities and topics and through the resources they routinely use such as small world figures and books the children are gaining a good understanding of diversity. The children's progress in communicating, literacy and skills relating to information and communication is developing well, they enjoy using the pre-school computer and digital camera and listen well to stories. They are able to co-operate in their play, to share and take turns, they are learning to consider the needs of others. These are all skills they will need to secure their future learning.

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

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

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

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	1
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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