

Chuckleberries Pre-School

The Street, Bury, PULBOROUGH, West Sussex, RH20 1PF

Inspection date	24/11/2014
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are confident and display good levels of independence during activities. This is because staff are positive role models and offer lots of praise and encouragement.
- Children are making good steady progress in their learning and development. Staff focus on children's interests which motivates them to learn.
- Staff have secure and warm relationships with all of the children. Consequently, children are happy, settled and enjoy their time at the setting.
- Partnership with parents is good. Staff effectively share information regarding their children's development and encourage further learning at home.

It is not yet outstanding because

- Occasionally, staff do not offer good support to extend children's learning when using technology equipment.
- Staff do not provide some children with resources to help them to understand the need to share or have an understanding of time restraints.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed activities in the indoor and outdoor areas.
- The inspector sampled children's development records and planning and assessment documents.
- The inspector held meetings with the manager and invited them to conduct a joint observation.
- The inspector sampled the setting's policies and procedures and risk assessments.
- The inspector spoke to parents and viewed questionnaires to gain their feedback on the staff and setting.

Inspector

Hannah Barter

Full report

Information about the setting

Chuckleberries Pre-school registered in 2003. It is a community pre-school managed by a parent committee, and offers sessional care for children aged from two years to five years. The pre-school has use of the village hall in Bury, which is a small rural village near Pulborough, in West Sussex. Children from the local community and the surrounding villages attend. They have access to a large hall, a smaller hall, kitchen and toilet facilities. There is a small enclosed outdoor play area and a larger community playing field adjacent to the setting, with permanent outdoor play apparatus. There are currently 18 children on roll. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are three regular members of staff working part time on various days of the week. All staff have a qualification in early years childcare and education. The pre-school is open from Monday to Friday between 8.45am and 2.45pm during term time only. There is also a sessional holiday club for children in the same age range, which operates during some school holidays. The children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consistently support and extend children's learning opportunities so they learn how to use technology equipment

- develop children's understanding of sharing resources and concept of time to support their good behaviour.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure understanding of how to promote the seven areas of learning and development. The planning and assessment system is comprehensive and staff use this effectively to monitor and track children's development. All observations link to the Early Years Foundation Stage, which allows the staff to monitor their provision and ensure that all areas are promoted. The staff focus heavily on information from parents about their children's interests and use this to inform planning. This means children are motivated to learn. Half-termly assessments are detailed and informative. Staff report on children's progress and plan suitably challenging next steps. This means they provide all children with opportunities to make good steady progress in their learning. Staff share all assessments and children's development records with parents so that they are involved in

their learning and are able to contribute.

The quality of teaching is good. Staff ensure that the areas are suitably set up for children to access independently and offer varied learning experiences. Staff prepare activities that enhance children's curiosity, therefore they become engaged quickly. For example, staff showed the children magic snow powder and demonstrated how to make it during the inspection. Staff asked children if they had seen snow before, which developed conversation and promoted children's critical-thinking skills as they recalled and described past events. Children used paintbrushes to mix the powder and water together and staff continued to use skilful questioning to ask the children to describe the colours they could see and what was happening. Their comments included 'It is changing, it is going white.'

Children have access to a computer and a tablet which is pre-loaded with programmes to support their learning. Children showed good levels of confidence and independence when using the equipment. This helps to prepare children for their future learning and develops their confidence in using technological equipment. However, staff did not always supervise the activity at all times which means opportunities to extend children's learning were occasionally missed.

In the outdoor area, children enjoyed looking at sheets of ice that had formed on some of the play equipment. Staff asked the children what they thought would happen to it if they took it inside. Children noticed that it was dripping and after discussion with staff suggested that it would melt. Children enjoyed stamping on the ice and making a 'crunching' noise. This develops children's knowledge and understanding of the world as staff allowed children to explore their ideas.

During the inspection, children were confident when using pencils and crayons to colour in pictures of their favourite cartoon characters. Some children used stencils to make particular pictures and shapes and staff offered good levels of support. Staff asked children what colours they would like to use and helped them find their chosen colour, for example, 'You would like to use blue? Let's find the blue one together.' This develops children's knowledge of colour and promotes their confidence and self-esteem. Staff develop children's mathematical development during everyday activities such as snack time. At the inspection, staff allowed children to cut up cucumbers and peppers while others peeled oranges. Staff asked the children to count the pieces into the bowls and to make sure that there was more than seven so that everybody had a piece. Children confidently counted the pieces and said 'We have enough for everyone.' This successfully develops children's self-help skills and knowledge of numbers.

The contribution of the early years provision to the well-being of children

Children are happy and separate from their parents with ease. They are confident in seeking out their friends, make their own decisions about what they want to play with and do so independently. Staff have secure relationships with the children. They have a good knowledge of their interests and routines which effectively supports children's emotional well-being and promotes their confidence and self-esteem. There is a strong key-person

system in place; however, due to being a small team of staff, the children have solid relationships with all of them. Equally, the staff have a good relationship with all of the children. Children show good levels of independence and self-control when using the toilet and washing their hands. They know that they must wash their hands before eating and confidently take themselves off to the bathroom.

Children have a good understanding of the setting's rules and staff are developing their knowledge on how to keep themselves safe. For example, during circle time, staff asked children to remember some of the rules at Chuckleberries and children confidently replied 'walking feet inside and running feet outside'. Staff asked children why they thought they needed to walk around inside and children explained that they may bump into each other and hurt themselves. Therefore, children behave well because staff are positive role models and take the time to teach children about what they expect from them.

The setting has access to a small free-flow area which is equipped with resources such as a sand tray and chalkboards for writing on. In addition to this, they use the playing field next to the setting which is equipped with permanent swings and climbing equipment. Consequently, children develop a good range of physical skills. Children also use ride-on toys to move around outdoors and enjoy going up and down ramps. This successfully promotes children's physical development and encourages a healthy lifestyle. Staff provide all children with waterproof trousers which means they can access the outdoors in all weather. Children were encouraged to share ride-on toys and patiently waited for their turn during the inspection. However, some children became a little distressed as they had to wait. Staff explained that they could have a go in 'two more minutes.' Although staff told children what was going to happen, young children have no concept of time and therefore found it difficult to understand how long they had to wait.

Staff promote healthy food to children and parents and provide information and ideas for children's lunchboxes. Staff offer children a variety of different fruits and vegetables for snack time and discuss what they are eating as well as letting the children prepare it. On the day of the inspection, it was a cold morning and so the manager offered the children scrambled eggs. This teaches children about healthy snacks and encourages them to try new foods. The staff take into consideration children's individual needs and incorporate any relevant festivals and celebrations from their cultures into the planning. Key words in home languages are displayed throughout the setting which develops children's sense of belonging and teaches all children that everyone is different. Resources such as jigsaw puzzles and small-world equipment allow children to develop an understanding of people's individual needs such as people who use wheelchairs or people who wear glasses.

The effectiveness of the leadership and management of the early years provision

The manager and staff have a good understanding of the safeguarding and welfare requirements. The deputy manager is the designated person for child protection and keeps her training up to date. All of the staff have received safeguarding training and are confident in knowing what to do if they have any concerns about a child's well-being. Staff

record all existing injuries or concerns about a child's welfare and they inform parents upon registration that all staff have a responsibility to keep children safe. There is a detailed child protection policy in place, which has recently been updated and underpins the staff's knowledge of safeguarding procedures. Recruitment procedures are secure and involve a formal and practical interview whereby applicants' interactions with children are observed by the manager. Suitability checks are in place for all of the staff and members of the committee. Staff are qualified to a minimum of level 3 in early years care and education and the manager is an Early Years Professional. All staff have completed their paediatric first-aid qualification and are confident in administering first aid when necessary.

Due to being a small team, the staff have regular discussions about their practice and continuous development as practitioners. However, in addition to this, the manager observes the staff on a weekly basis and discusses these with the staff in their annual appraisals and reviews. The setting subscribes to their local council's early years training so that staff can attend training relevant to their interests or areas for development. All staff have received training on observation, assessment and next steps which helps them to feel confident in recording children's progress. Other courses include activities to improve speech and language, sensory play and encouraging mathematics.

The manager has a good awareness of the importance of reflecting on her practice and understands that by doing this it ensures that the setting is continuously developing. The manager and staff have extensive action plans in place which clearly show areas they would like to improve and the reasons for this. For example, in the summer the manager attended a training course on managing children's behaviour. Since then she has implemented a feelings and emotions chair which is used for children sit and reflect on any negative behaviour. Once staff have attended training courses the manager discusses what they would like to implement into the setting to improve staff's practice. She then observes the changes that have been implemented to assess their impact on outcomes for children. On a short-term basis, all of the planning is evaluated and suggestions are made for improvements. This demonstrates the commitment that the staff have in improving their provision and ultimately the outcomes for children.

The staff communicate effectively with additional early years settings children attend. Key persons share learning journals so that each child's next steps can be taken into consideration for future planning and observations. The setting works in partnership with external agencies. They welcome them into the setting and understand the importance of working together to improve children's learning. The setting has good relationships with the local schools. The key person visits the schools and the teacher visits the child at the setting to observe them in an environment they are confident in. The children attend the Christmas productions at local schools which allows them to become familiar with their soon-to-be school. Staff also encourage children's learning at home. Children have book bags which they use to borrow books from the setting to read with their parents. This promotes children's literacy development and encourages parents to be involved in their children's learning and development.

Partnership working with parents is one of the setting's strengths. Staff make themselves available to all parents at the beginning and end of each day for parents to ask questions

and pass on information to their child's key persons. Termly newsletters are distributed, which keeps them informed of general information and key dates. This ensures that parents are aware of what their children are doing. Home-link books are used to communicate with parents if they do not regularly drop off or pick up from the setting. This supports working parents and enables them to be aware of what their children have done during their day. Annual sports day and a tea party encourage parents to visit and be part of the setting, and view their child's learning journals. Parents of children who have recently started have completed short questionnaires on the process and the setting in general. Parents comment that from the initial visit to their child's first day 'the staff couldn't have been more helpful if they had tried.' They also state that 'staff are approachable' and 'always make the time to answer any questions'. Parents are happy with the level of care and the rate that their children are developing. Parents comment on how well the settling-in sessions work and that they are tailored to meet their children's individual needs. They feel that there is a good balance of personalities between the three staff which means their children are well catered for, happy and settled.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY261747
Local authority	West Sussex
Inspection number	833194
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	18
Name of provider	Chuckleberries Pre-School Committee
Date of previous inspection	08/10/2008
Telephone number	01798 831407

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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